

An Exploration of the Current Working Relationship between the Educational Psychologist and the Young Offender in England.

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Student Declaration

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Declaration

This work has not previously been accepted for any degree and is not being submitted concurrently for any degree.

This research is being submitted in partial fulfillment of the requirements of the Doctorate in Educational and Child Psychology.

This thesis is the result of my own work and investigation, except where otherwise stated. Other sources are acknowledged by explicit references in the text. A full reference list is appended.

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Abstract

The purpose of this study was to explore the current working relationship between the Educational Psychologist and the Young Offender in England. It aimed to identify the work EPs have done with YOs in the previous year and to explore the Educational Psychologist's perceptions of the characteristics they perceive as necessary for a successful relationship with a young offender.

A mixed methods approach was applied whereby both quantitative and qualitative data was collected. Online questionnaires were sent to all Principal Educational Psychologists in England with the intention of the questionnaire being passed on to all Educational Psychologists within their local education authority. 47 Educational Psychologists took part in the quantitative stage, with 21 participants that were able to complete the questionnaire having worked with young offenders in the previous year. The qualitative data was collected through interviews from a sample of 8 participants.

The findings suggest that the majority of Educational Psychologists' work is commissioned by schools and Youth Offending Teams requesting support for young offenders with social, emotional and behavioural difficulties, to increase engagement, attendance, to assess their levels of need and to decrease reoffending. The participants reported that the most commonly used approach was that of solution focused.

Looking at the characteristics that are necessary for a successful relationship between the Educational Psychologist and the young offender, using thematic analysis, 4 overarching themes emerged specific to the young offender and 9 specific to the Educational Psychologist.

In conclusion this study achieved both its aims of conducting a survey to explore what a number of educational psychologists have done with young offenders over the previous year and to identify characteristics that the Educational Psychologists perceived to be necessary for a successful relationship with a young offender.

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List of Abbreviations

EP	Educational Psychologist
NAPEP	National Association of Principal Educational Psychologists
PEP	Principal Educational Psychologist
YO	Young Offender
YOT	Youth Offending Team
YOS	Youth Offending Service
YJB	Youth Justice Board
YJS	Youth Justice Service
EPS	Educational Psychology Service
YOW	Youth Offending Worker
PO	Probation Officer

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CHAPTER ONE - INTRODUCTION

1.1 Introduction

This research was undertaken by a Trainee Educational Psychologist as part of the doctorate training course in Education and Child Psychology.

The ‘golden thread’ running through this research is a focus on the nature of the working relationship between the Educational Psychologist (EP) and the Young Offender (YO).

This research has two aims: To identify what work EPs in England have undertaken with YOs in the previous year. In addition, to identify the characteristics that EPs, in the course of this work, perceived as necessary for a successful relationship with the young offender.

This chapter will firstly define the term ‘young offender’ (Section 1.2). The reason this was done was to clarify the section of society that are described as ‘young offenders’ placing emphasis on the significance of the young person’s age and that they have to have been caught and/or convicted of a crime. The researcher chose to define the terms ‘traits’, ‘attributes’ and ‘competences’ in order to clarify what the researcher was proposing when using the term ‘characteristics’ (Section 1.2.1). The terms ‘traits’, ‘attributes’ and ‘competencies’ have been used inter-changeably in research (Lemma, Roth and Pilling, 2010; Roth and Pilling, 2007) so the researcher made the decision to ensure that each term was understood and used appropriately and to make it clear to the reader that the term ‘characteristics’ is used throughout this thesis as the umbrella-term for all three.

The chapter then goes on to look at youth crime, the national cost of this group on society and relevant government initiatives and legislation. The role of the Educational Psychologist will be explored and then the context of the study, its implications and its aims will be identified. The chapter will close with descriptions of the researcher’s epistemological and personal reflexivity.

1.2 Definition of a ‘Young Offender’

According to the Crime and Disorder Act (HMSO, 1998) the minimum age of criminal responsibility is set at ten years old in England. The possible age of a young offender or otherwise known as a ‘young person who has offended’ is therefore between ten and seventeen years. Below the age of ten, the child is deemed not to be criminally responsible and is dealt with under child welfare or child protection (unless the crime is of a serious nature) (HMSO, 1998). Therefore, youth crime is crime committed by those aged ten to seventeen (HMSO, 1998; DFES, 2007).

According to the Youth Justice Board’s glossary, the ‘accused’ or the ‘criminal’ is defined as someone who has been charged or found guilty of an offence (Siegel and Welsh, 2011; YJB, 2012). In the case of YOs, the YJB (2012) stipulates how YOs can be charged (the YO receiving a sentence) or given a caution (pre-court diversion) for an offence by a police officer.

In terms of pre-court diversions, a YO is given a reprimand as a formal warning in response to their first offence or a final warning as a formal warning given for their first or second offence. As with a reprimand, a final warning does not involve going to court but is delivered in a police station. Unlike a reprimand however, a warning is not issued until a Youth Offending Service (YOS) worker has visited the young person.

A sentence on the other hand, will see the young offender receiving a conviction, which will take place in a court of law. The subsequent sentence could be a court order (referral, reparation, curfew, supervision, community rehabilitation, community punishment or youth rehabilitation), a financial penalty or a conditional discharge.

For all forms of punishment the young offender will automatically become known to the Youth Justice System (Siegel and Welsh, 2011). Based on terms of the Crime and Disorder Act (HMSO, 1998) and the information from the YJB (2012), a young offender (YO) is a person between ten and seventeen who has been cautioned (reprimanded or warned) or convicted (sentenced) for a crime and is therefore known to the youth justice system.

The researcher does not make reference to the number of offences a YO has committed, nor to whether it is their first offence, whether they have made multiple offences or if their offences are violent or non-violent. So long as the young person has committed an offence and has been caught and convicted/cautioned then the young person is described as a YO.

Research has, however, looked at the individual differences between young people whose offending behaviour is temporary and situational, and young people whose offending behaviour is stable and persistent (Chaiken and Chaiken, 1984; Hare, Hart, and Harpur, 1991; Jesness and Haapanen, 1982). As a result, it has been suggested that two distinct categories of YOs emerge and the role of the professionals working with them differs (Megargee, 1976; Moffitt, 1990a; Quay, 1966; Warren, 1969).

1.2.1 Definition of a ‘Characteristic’

Throughout this thesis the term ‘characteristic’ is used in phrases such as ‘characteristics of the EP’ and ‘characteristics of a YO’. The Oxford Dictionary defines a ‘characteristic’ as ‘a feature or quality belonging typically to a person, place, or thing and serving to identify them’ (Oxford Dictionary of English, 2010).

Thus, for the purpose of this thesis, the word ‘characteristic’ is used as the umbrella term for ‘traits’, ‘competences’ and ‘attributes’.

A ‘trait’ is defined as a term used to describe personality (Allport, 1937; Pervin and John, 1997; Schultz, 1976). It is a quality or feature that may be seen as hereditary (Pervin and John, 1997), unique to each person (Allport, 1937; De Raad, 2000) and remain mainly stable and consistent, bringing continuity to a person’s behaviour (Zimbardo, 1969). An example of a trait can be seen in a person who is being outgoing, shy, introverted or gregarious (Allport, 1937).

For EPs, traits such as being open and honest, attributes such as being supportive and easy to talk to and competencies such as being willing to try new things, have been identified as characteristics that are necessary for the success of an EP’s relationship with others (Dennis, 2004).

For the purpose of this thesis, an ‘attribute’ is a characteristic that is learned as a result of a person’s experiences - such as loyalty, integrity or committedness (House & Howell, 1992; Zaccaro, 2001). Unlike traits, attributes are qualities or features that are not ingrained; they are learned over time e.g. motivation or enthusiasm (Mumford, Zaccaro, Harding, Fleishman, and Reiter-Palmon, 1993).

For the purpose of this thesis, a ‘competency’ is the ability to do things and is easily identifiable and measurable (Green, 1999; Parry, 1996). It is a collection of features, knowledge and skills which can be gained and learned, and is needed for effective performance (Green, 1999; Lucia and Lepsinger, 1999; Mirabile, 1997; Parry, 1996; Rodriguez, Patel, Bright, Gregory and Gowing, 2002).

In summation, traits are ingrained behaviours that are mostly permanent and difficult to change (Allport, 1937), while attributes can be learned through external experiences (Allport, 1937). Competencies are simply combinations of skills and behaviours, easily identified and measured (Green, 1999; Parry, 1996). The use of the term ‘characteristic(s)’ within this thesis ultimately encompasses the terms traits, attributes and competencies.

1.3 Youth Crime: Current Situation

As part of the exploration of the working relationship between an EP and YO, the researcher felt it was necessary to look at the impact that YO’s have on the economy in order to demonstrate the value and relevance, to society, of the current research piece. There cannot be limitless funds available for the work with YOs therefore by identifying the significant cost YOs have on the economy this will in turn highlight the importance of undertaking research in this area.

The most up-to-date available statistics that identify the amount of young people who have been caught and/or convicted of committing a crime come from the Youth Justice Board (YJB, Jan, 2012) and they show that in 2010/2011 there were 241,737 young people arrested, of whom 176,511 were proven guilty of their crimes. Exploring these figures, 100,323 of those proven guilty received a pre-court diversion while the remaining youths received sentences: 72,011 receiving

court disposals and 4,177 custodial disposals (YJB, Jan, 2012). The YJB recorded that there were 45,519 first time entrants to the Youth Justice System (YJS) and 85,300 young people supervised by the Youth Offending Teams (YOTs). Looking specifically at serious incidents within the community, data from 2011 (YJB, 2011) shows that there were 20 deaths in the community where young people under supervision were murdered, committed suicide or died by accidental causes (such as road traffic accidents). In 2011, 141 YOs under the supervision of YOTs attempted suicide (YJB, Jan, 2012).

Although government initiatives have attempted to support this section of society, the YJB recorded re-offending of 33.3% in 2009/2010 with an average of 2.79 re-offences per re-offender (YJB 2009/10). These statistics demonstrate that not enough or more could be done with YOs in order to have an impact on the number of offences made by YOs. By highlighting these figures, the researcher attempts to identify how research that looks at YOs or that looks at those individuals working with YOs, is a necessary and valuable addition to current debate and understanding in this field.

1.4 National Cost

Crime amongst young people in England is a huge issue that has a significant impact on our country's well-being. Youth crime has a considerable financial impact on the nation, costing the government and tax payers billions of pounds on an annual basis (Youth Crime Commission, 2009). Looking at financial figures, the Youth Crime Commission (2009) reported that in the course of bringing young offenders in England and Wales to justice, there amounts a cost of an estimated annual total of around £4 billion. Looking at the figures for 2009 for example, approximately 70% of this overall cost went on policy, 17% on punishment and 13% on trials. Costs relating to the 13% of young people who went to trial included £14 million spent on police services and £2.4million on courts and solicitors fees. The YJB runs at an additional cost of £0.4 billion, while imprisonment fees total £0.3 billion.

The breakdown cost that one YO can have emphasises the national cost offenders as a whole are having on this country and its finances. The YJB (Jan, 2012) estimated that to imprison one young offender in a Young Offenders Institute (YOI) costs around £55,000, and £206,000 to place them in a secure children's home.

In addition to the financial cost to the nation there is an immense social cost as well. Communities have been affected by youth crime for decades, causing residents to feel threatened or to become victims of crime. Although the Youth Crime Action Plan (YCAP Update) (2010) reports that overall crime has fallen by a third with around six million fewer crimes in 2008/2009 than in 1997, satisfaction is tempered by figures that suggest that 40% of young offenders go on to re-offend within a year and that there is a shocking 75% re-offending rate for those facing custodial sentences (Independent Commission, Executive Summary, 2010). One can clearly see the importance of continued research in this field.

1.5 Government Initiatives and Current Legislation

This section aims to look at how the government's approach to the treatment of, and involvement with, YOs has evolved over the last few decades.

Looking at the historical treatment of young offenders, there would appear, in general, to have been two main types of legislative response to their delinquent behaviour. One employed a 'welfare principal' whereby the stakeholder placed importance on the need to divert young people away from crime. In accordance with this philosophy, the professional would aim to address the offender's fundamental needs, in the hope that this would reduce the potential for future offending (Ryrie, 2006). The other, opposing response was based upon the 'moral principal' and was characterised by the professional prioritising the need for punishment (Gelsthorpe and Morris, 2002).

When 'New Labour' came into power in 1997, the government acted to address this divide and introduced the Crime and Disorder Act (HMSO, 1998) which aimed to amalgamate the two approaches to create a 'joined-up solution' (Ryrie, 2006).

One stipulation of this act was that each local authority had to create a Youth Justice Plan and ultimately a Youth Offending Team (YOT). The YOTs were required to adopt a multi-disciplinary approach to ensure that they did not become isolated agencies. In order to promote this ‘joined-up solution’, the YOTs were composed of professionals representing education, social services, health, probation and police, in striking contrast to their predecessors, the Youth Justice Teams, run solely by social services.

When the YOTs were created, it was intended that they would have a strong educational aspect catered for by professionals such as educational psychologists, an education welfare officer and a teacher (Ryrie, 2006). The justification for an educational psychologist’s involvement could be seen to be important, due to the well-documented links between delinquent behaviour and low academic ability (Farrington, 2002; Graham, 1998; Webber and Williamson, 2003). The Audit Commission’s *Misspent Youth* (Audit Commission, 1996) confirmed this relationship between offending behaviour and academic failure and highlighted the prevalence of lack of achievement, exclusion and non-attendance amongst young offenders (Liddle, 1998).

According to Farrell et al. (2006), only thirty-six local authorities in England had EPs who worked alongside YOTs. According to Halliwell (2008) only two local authorities (Oxfordshire and Huntercombe) provided a service to the Young Offenders’ Institutes (Hounslow and Feltham). How can this be the case, when so much research convincingly identifies the ‘risk factor’ link between low academic achievement and deviant behaviour?

1.6 The Role of the Educational Psychologist

According to the British Psychological Society (BPS, 2013) the role of the EP is concerned with helping children and young people, in educational settings, who may have learning difficulties, social and emotional problems, or issues around disability, as well as more complex developmental disorders. The BPS (2013) suggests that EPs work in a variety of ways, including undertaking observations,

interviews, therapeutic work and assessments. They can also offer consultation, advice and support to teachers, parents, and the wider community, as well as to the young people concerned. It is also suggested that EPs take time to research innovative ways of helping vulnerable young people, offering training to teachers, learning support assistants and others working with children (BPS, 2013).

The Health and Care Professionals Council (HCPC), which regulates the Educational Psychology profession, identifies a list of duties required of registrants (HCPC, 2013). These duties have a direct impact on the role of the EP and list characteristics required within the EP's role and within their working relationship with others. These duties and characteristics are adhered to by training courses and Trainee EPs (TEPs) will be supervised and assessed against them.

Considering only those relevant to the current study, the first duty emphasises the importance of the EP acting in the best interests of the service users (HCPC, 2013). This duty requires the EP to demonstrate respect and to be non-judgmental (HCPC, 2013) linking to person-centered therapy research (Rogers, 1957; Rogers, 1959). The second duty requires the EP to observe confidentiality. The fifth duty requires the EP to keep up-to-date with professional knowledge and skills. The thirteenth duty requires the EP to have integrity and honesty which again links to person-centered therapy research (Rogers, 1957; Rogers 1959). The HCPC stress that they do not dictate how an EP should meet such standards but that they are essential for good practice (HCPC, 2013).

EPs have a role in working with YOs on an individual level, working directly with a YO, in multi-agency settings with YOS, YOT, with other professionals and the YO's family (Ryrie, 2006). Due to the link between academic ability and delinquent behaviour (Cassen and Kingdon, 2007; Charlton, Panting and Willis, 2004; Christle, Jolivette and Nelson, 2005; Department for Education, 2012; Hallam and Castle, 2001; Sabates, 2008), EPs have a unique role, additional to the role of other educational professionals, of applying psychological theory, working as a scientist-practitioner, testing hypotheses (Farrell et al, 2006; Ryrie, 2006). The EP works not only in the school setting, but also in the YO's home, community and YOS setting (Farrell et al, 2006; Ryrie, 2006). The EP can also incorporate

therapeutic interventions to support the YO's needs (Farrell et al, 2006; Mackay, 2007).

Farrell, Woods, Lewis, Rooney and Squires (2006) conducted a review into the functions and contribution of EPs in England and Wales in light of the Every Child Matters (DfE, 2006) document. Within their research they identified that they interviewed individuals from YO institutes. Farrell et al (2006) identified a distinctive contribution from EPs with YOs. They reported an overview gained from questionnaires issued to PEPs and local authority officers (LAO) about EPs' actual and potential/desired involvement with YOs. The PEPs identified that 31% of EPs actually are involved with YOTs in contrast to an 80% desired involvement. The PEPs reported that desired involvement of EPs in YOTs was due to their ability to provide a link between offending, Special Educational Needs and education, and to add a psychological perspective and holistic view on attachment theory or relationships for example. The LAOs identified the desire for EP involvement due to the need to identify specific language difficulties especially with the YO's language development.

Looking at the working relationship between an EP and YO, it is important not only to work directly with the young person but to collect the views of members of the young person's family, school and peer circles, in order to obtain a holistic view of the young person's narrative (Bronfenbrenner, 1979; DFES, 2001; Malcolm, Wilson, Davidson and Kirk, 2003; Camilleri et al, 2005; Woolfson, Bryce, Mooney, Harker, Lowe and Ferguson, 2008). Legislation such as the Code of Practice (DfE, 2001) and the Every Child Matters document (DfE, 2006) states the importance of collecting the views of individuals who have an effect upon the child's life. Part of the role of the EP when working with YOs is to understand the importance and impact of the different individuals who are relevant to the YO's life and to assist the process of bringing together the views of these individuals. By exploring and understanding the social, educational and family influences on the YO's life, the EP can not only develop a more accurate 'picture' of the YO's life, but they will be able to identify more appropriate, individualized and successful interventions (Wittrock, 1992; Woolfson et al, 2008).

There was a growing recognition that the EP, unlike other professionals, is able to work with the YO across different settings in that young person's life (Fulton, 2007). The EP can support the YO outside the educational setting, taking into account their family system, their peer group and their environment (Wittrock, 1992). The EP is able to use hypothesis-testing and apply psychology and an evidence-based practice to help the YO and others working with the YO to problem-solve (Wittrock, 1992). The EP can use assessment to identify the YO's needs and can educate relevant others in understanding how academic failure may lead to offending behaviour (Cameron, 2006).

As an article by Burck (2008) points out, it demands of EPs that they understand and take account of the 'Kaleidoscope Effect'. He explains how a Kaleidoscope transforms simple fragments of coloured glass into complex designs - a combination of glass fragments, not just one isolated fragment that brings it to life. He uses this metaphor to describe how in the young offender's life, many factors contribute to create a complex and usually disengaged young person. He suggests that the EP must continually adapt, empower and support the young offender as the picture changes. His critical message stresses how essential it is for the professional to take account of and involve themselves with all the different factors in order to empower that young person to succeed.

Research by Lambert (1992) highlights an extremely valuable point that incorporates a similar disposition to Burck's (2008) 'Kaleidoscope Effect'. He explains that not only does the EP need to be continually flexible but the value of the interaction between the young person and the EP should not be dependent upon the intervention used (such as Cognitive Behavioural Therapy or Solution Focused Brief Therapy), but on characteristics specific to the EP. He proposed that characteristics personal to each EP can influence the chance of the successful formation of a relationship. This finding influenced the researcher in the current study who aims to explore which characteristics EPs perceive as necessary for a successful relationship between the EP and the YO.

Research has looked at the functions and contributions of EPs but less has looked at the work EPs do with YOs (Farrell et al, 2006; Rylie, 2006). In light of this shortfall, the current study is interested in further exploring the work EPs have

done with YOs, but, like the research of Burck (2008) and Lambert (1992), the researcher aims to also look at the characteristics that are necessary for a successful relationship between an EP and YO.

When the researcher conducted the systematic literature review (Section 2.2 and Appendix 1), a shortfall in research that was specifically about the working relationship between EPs and YOs became apparent. It is felt that this oversight is a consequence of the lack of data collection, a shortcoming which could have unforeseen, serious consequences in the current economic climate, with a government that is set upon reducing public sector expenditure. The EP profession is just one of many hitherto public services being forced to become 'traded' - effectively selling services to schools (DFE, 2011). As educational psychology is such a small profession compared to social care, teaching or medicine for example, in terms of numbers employed and perceived role, many of our 'clients' have little understanding of what the EP can offer (Ashton and Roberts, 2006; Farrell et al 2006; Fredrickson, 2002). This lack of understanding of the role of the EP will most certainly create an even tougher market for the 'traded' Educational Psychology Service.

The researcher aims to not only explore what work EPs have done with YOs in the previous year but also to identify what characteristics EPs perceive to be necessary for a successful relationship with a YO. As previous research identified, the individual differences of the helper can have an impact on the success of the formation of a relationship with a client. Chapter 2 will explore this further and will look at how characteristics specific to the YO or the client also has an impact on the successful formation of a relationship (Dennis, 2004; Rogers, 1958). These characteristics can be seen as subjective in that they are difficult to measure to prove their existence in concrete quantitative measures (Bhaskar, 1979).

Over the years, researchers have attempted to create techniques and tools that aim to measure characteristics specific to the helper or the client (Bagby and Farvolden, 2004; Bornstein, 2011; Miller and Lynam, 2008). The researchers make claims about how they are able to measure the traits and attributes of helpers and clients and they do this with the use of self-completion questionnaires or questionnaires completed by an observer (Bagby and Farvolden, 2004; Bornstein, 2011; Miller

and Lynam, 2008). The difficulty with both of these ways is that if an observer assesses the traits and characteristics of a helper/client, this assessment is based on the perceptions of the observer, not a concrete reality. If the client/helper assesses the existence of traits and attributes using self-completion questionnaires, this again is based on their perceptions, not on concrete measurable terms (Bhaskar, 1979). There is also research that suggests that different characteristics are dependent on situational factors; therefore characteristics a helper/client may have demonstrated may have been specific to that context, situation and environment they found themselves in at that time (Ickes, Snyder and Garcia (1997). The debate about how to measure the existence of different characteristics is therefore one that is ongoing (Gore et al, 2012). This will be discussed further in Chapter 2.

1.7 Context of the Study

In order to explore the nature of the working relationship between the EP and the YO further, it was deemed necessary to look at the context of the EPS where the researcher was based.

The current study was conducted by a third year trainee EP as part of the doctorate training program in Educational and Child Psychology. During the research process, the researcher undertook a two year placement within an outer-city borough within a well built-up urban area. The Educational Psychology Service (EPS) within which the researcher was based consisted of approximately 10 EPs, of which three were senior specialist EPs and one was a Principal Educational Psychologist (PEP). One of the senior specialist EPs had a well-established position within the borough's YOT.

Within the outer-city borough where the researcher was based, a great deal of attention was given to the area of youth crime. Despite this borough being recognized as one where youth crime is a serious problem, as it is classed as an 'outer-city' borough, it receives less by way of police resources than neighboring boroughs (Pitts, 2008). In order to meet the increasing effects of youth crime in

this area, the borough commissioned 'Reluctant Gangsters' in 2007 which highlighted the prevalence of local youth crime (Pitts, 2008).

The EPS was situated within a very culturally diverse community with low literacy rates and high youth crime rates. There was a wide variety of races, cultures and religions and a mixture of residents from a low to a high socio-economic status.

Following the death of young man shot in August 2011, the community was severely affected by rioting and a rise in youth crime (Prasad, 2011). As the researcher grew up in this borough from early childhood, the effect of this incident and the events that followed was experienced at first-hand.

1.8 Implications of the Current Study

This section aims to identify the implications of the current study.

By gathering information on the kinds of work being done by EPs with YOs nationwide, it was anticipated that this would gather data that does not currently exist (Kelly and Gray, 2000; Ryrie, 2006). Due to the small sample size, it is acknowledged that it is not possible to draw accurate conclusions which would have implications for the nation or for the profession as a whole. However, this study will provide additional research about what work EPs have done with YOs in the previous year and the characteristics that some EPs perceive as necessary for a successful relationship with a YO.

Although this study aimed to identify characteristics that EPs perceived to be necessary for a successful relationship with a YO it is recognised that there was a small sample group. It is hoped however, that the findings can be used to complement existing research and to encourage debate/research in this specialised and important field. This research should also inform training and the professional development of EPs within the researcher's EPS by further developing their understanding of the nature of the working relationship between the EP and YO.

1.9 Aims of the Current Study

The aims of the current study are to:

- 1) Identify what work EPs have done with YOs in the previous year.
- 2) Identify what characteristics the EPs in this study perceived to be necessary for a successful relationship with a YO.

The first aim, of identifying what work EPs are doing with YOs in the previous year, will be achieved by asking Local Education Authority (LEA) EPs in England, through an online questionnaire, a series of open and closed questions. The questionnaire will be sent to all PEPs for every LEA in England, with the intention of it being passed on to the EPs in their service. The questionnaire is concerned only with work the EPs have done face to face with YOs, not reports they have been written or consultations held about YOs without having actually met with the YO.

The second aim, of identifying what the EPs in this study perceive to be necessary for a successful relationship with a YO, will be achieved through interviews of 8 LEA EPs from 4 different LEAs. EPs included in this part of the study will have worked directly (face to face) with YOs and will have perceived their relationship with a YO to have been successfully formed. The term ‘successful relationship’ will be used to mean that the EP has perceived that a relationship with a YO was successfully formed, regardless of the effectiveness of this work or any outcomes.

It was hoped that the data from the current study will inform not only the work of the specialist EP on the YOT within the researcher’s borough but all the EPs within the EPS. It should also help to identify the kinds of work EPs have done with YOs and also the characteristics perceived by the EPs to be necessary for a successful relationship between an EP and YO.

1.10 Epistemological Reflexivity

‘Epistemological Reflexivity’ allowed me as the researcher to reflect upon my own constructions of the world which were formed throughout the research. This method of reflexivity enabled me to explore how the research questions were created, how such constructions affected the choice of methods and data collection and how these constructions had an effect on the interpretation of results.

For this piece of research, I took the view of a critical realist, which provides a model of scientific explanation whilst taking account of the educational psychologist’s perspectives or constructions (House, 1991). I took the approach that I would accept the views of the EPs whilst acknowledging their social constructions. This research therefore looks at the EPs’ perceptions of the work they have done with YOs in previous year and the characteristics they perceive to be necessary for a successful relationship with a YO. This will be explored in more depth in Chapter 2.

1.10.1 Personal Reflexivity

‘Personal reflexivity’ enabled me to reflect upon my own experiences, values and interests in order to explore how my thoughts and feelings may have had an impact on how I chose to address and answer the questions set out in my research.

Prior to undertaking the doctoral course in Education and Child Psychology, I had a previous job role as a primary school teacher with an additional responsibility as P.E. coordinator and Schools Sports Partnership representative. During my time within this role, I began to draw significant links between sport and engaging children who were from families of a low socio-economic status or who were disengaged from education. Seeing how sport was a way of bringing communities together and engaging children who had been identified by the Young Offender’s Team as being ‘at risk of offending’, I developed an interest in wanting to work with young offenders and their families.

Taking on a part-time voluntary role in my spare time, I began working as a volunteer mentor with children known to the Youth Justice System and the Youth Offending Team. Incorporating my love for sport, I was able to engage with the children to develop their self-esteem and to work eclectically supporting their school life, home life and experience with their peers.

Listening to the difficult experiences of the other volunteer mentors, I realised that although all of the volunteer mentors had received the same training and were all asked to provide support and interventions in the same way, it appeared that there was something about the mentor that made a difference in each helper-helpee relationship. Talking to the volunteer mentors who had had positive experiences where the young person had engaged, I was able to informally list themes of possible characteristics that the mentors felt had had a positive impact on the formation of a relationship with the young person.

I therefore feel that my previous experience as a primary school teacher, as a PE coordinator and as a volunteer mentor stimulated my interest to want to explore not only the kinds of work EPs can do with YOs but also the characteristics that may be necessary for the successful formation of a relationship.

I did not want to focus on the 'outcome' of the working relationship with a YO due to my previous experience as a volunteer mentor when I was asked to measure the outcome of my working relationship with a young person. The measure of success was whether or not the young person went on to offend and whether their attendance at school improved. Working with one young person in particular, I had such a range of experiences with him that I felt the recommended measure was too restrictive. I observed how he was gradually able to explore moral dilemmas and demonstrate empathy. There were several incidences where he chose not to take part in the deviant behaviour in which his friends were pressurising him to participate. But several months later, he offended. If we had measured the success of this relationship on the specific outcome of whether or not the young person would offend, the relationship would have been deemed to be unsuccessful. If we explored the process and the changes that occurred throughout the working relationship it would most certainly be categorised as a success. Throughout the process, I felt that there were characteristics specific to myself, as the helper, and

characteristics specific to the young person, as the client, that made the process of forming a working relationship successful.

I wanted to explore a theoretical underpinning that focused more on the importance of developing a relationship with a YO rather than on measuring outcomes. A theory that would look to identify key characteristics that are perceived as necessary for the successful formation of a relationship would be essential to underpin the current study. This theory will be identified in Chapter Two and will be the theoretical underpinning for the qualitative section of this research.

1.11 Summary of Introduction

This chapter explored the changing and potentially developing working relationship between the EP and the YO where the EP has been found to be a potentially important professional in supporting the needs of YOs. It looked at the definition of a young offender and the use of the word ‘characteristics’ for the purpose of this thesis. The chapter also looked at the current situation of youth crime in England and the national cost this section of the population have inflicted upon this country. Government initiatives and relevant current legislation were explored and the impact of the research piece. The role of the EP was highlighted to identify the different kinds and ways an EP can work and the epistemological and personal reflexivity of the researcher were also identified.

The following chapter will conduct a literature review (see Appendix 1) to identify available research, in order to further explore the working relationship between the EP and YO. Once the research has been reviewed and critiqued, gaps in previous literature will be identified and will therefore lead to the development of the research questions for the current study.

CHAPTER TWO – LITERATURE REVIEW

2.1 Introduction

The previous chapter highlighted national crime figures for Young Offenders in England and the financial and social implications the group has for this country. Current legislation and government initiatives were highlighted and the role of the Educational Psychologist, in light of such legislation, was explored. The chapter identified the personal and epistemological reflexivity of the researcher and how the researcher adopted the view of a Critical realist for the purpose of this research.

As the researcher is interested in the working relationship between the EP and the YO, this chapter will aim to look at two areas of research. The first will explore the kinds of work EPs do within their role with YOs and the second will explore the relationship between an EP and a YO. Figure 1 summarises this process, identifying the title of this thesis and then the two topic areas that the researcher chose to explore prior to deciding on specific research questions:

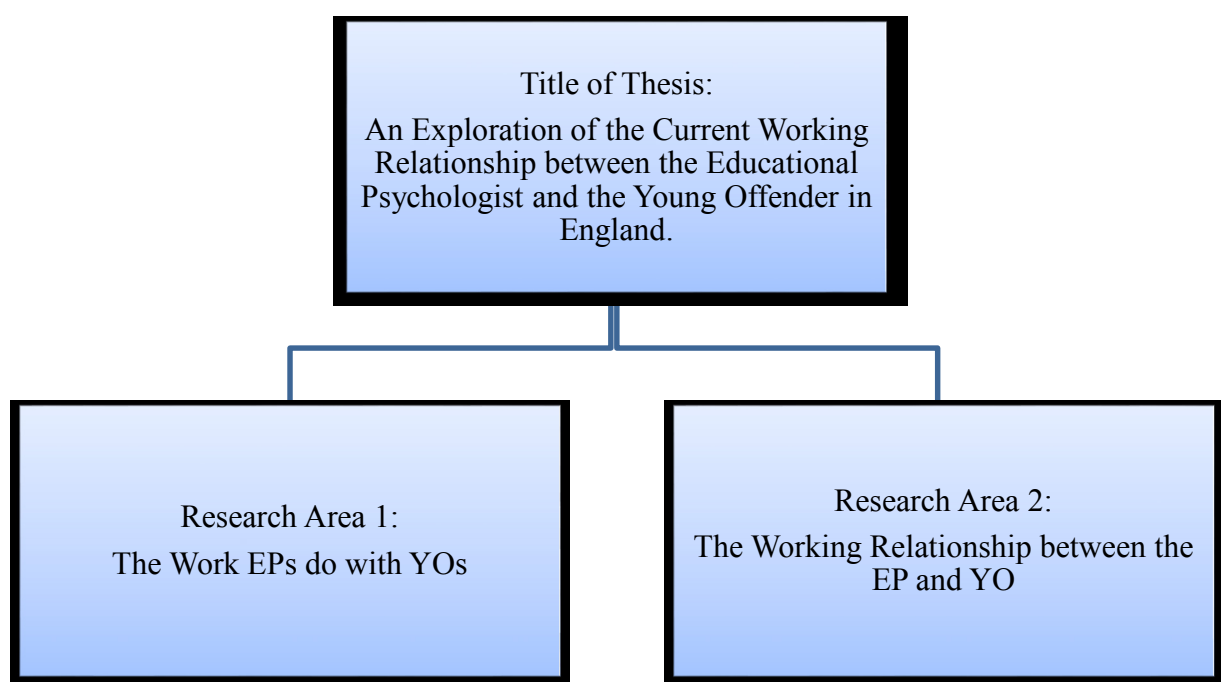


Figure 1: The title and research areas of the current research thesis

Critical Realism was chosen by the researcher as the epistemological and theoretical underpinning of this research in order to measure: that which can be accurately represented by external events and that which cannot accurately reflect events (Bhaskar, 1979). The first section of this research, concerned with the work undertaken by EPs as part of their role, consists of realities composed of empirical experiences and events (Danermark et al, 2002; Hetland, 2002). The second section of the research looks at the working relationship and characteristics specific to the EP and the YO which, on the other hand, are based on meanings and perceptions which are difficult to measure but can be understood (Bhaskar, 1979). In this case, the perceptions held by the participants in the second sections of this research cannot accurately and scientifically reflect events (Bhaskar, 1979). The researcher will be exploring the perceptions of the participants about whether they felt a relationship was successfully formed with a YO. If they perceive the relationship to have been successfully formed (regardless of the effectiveness or the outcomes of this relationship) their perception will be explored further about the characteristics they perceive to have been necessary to impact on the successful formation of that relationship. These are the participants' perceptions, not definite realities. As a critical realist, the researcher will not aim to 'test' these perceptions or attempt to measure the existence of the characteristics they described.

The first aim of the current study, which will be detailed in section 2.3, was to identify what work EPs have done with YOs in the previous year. Therefore, the researcher chose to look at literature that exists that has previously identified the work EPs have done with YOs. In order to achieve this aim, the researcher looked at the EP's role and unique contribution in general (in section 2.3.1) and then with YOs (in section 2.3.2).

The researcher was able to find previous research that looked at the role of the EP and the work they do with YOs. The researcher found that although research has looked at the role of the EP and the kinds of work they are doing, a small amount of research has looked at the role of the EP with YOs. The literature review identified that research in this area comes mainly from discussion papers. Therefore, the majority of the research that will be explored in section 2.3.2 of this literature review that is specific to the role of the EPs with YOs will take the form of discussion papers.

In section 2.4, the researcher will then look at the second research area about the working relationship between the EP and YOs. The research aim was to identify what characteristics the EPs in this study perceived as necessary for a successful relationship with a YO. In order to achieve this aim, the researcher chose to look at research in the hope to identify research that has looked at the characteristics that are perceived as necessary for a successful relationship.

In section 2.4.1, the researcher will explain what is meant by a 'relationship' and provide a definition for the reader. The researcher will also explain what is meant by a 'successful' relationship. The theoretical underpinning of this research will be explored in section 2.4.2.

In section 2.4.3, the researcher will look at literature that has looked at the characteristics that are specific to the YO/client that are perceived as necessary for a successful relationship. In section 2.4.4, the researcher will then focus on literature that has looked at the characteristics specific to the EP/helper that are perceived as necessary to a successful relationship.

In section 2.5, the researcher will identify how the literature assisted the development of the research questions and interview questions. The researcher will identify the gaps and areas of research that may benefit from additional exploration.

In order to critique the research that was highlighted from the literature review, the researcher will do this throughout and in clear and precise detail within Appendix 1. The researcher will use section 2.6 to demonstrate how the studies influenced the researcher's methodological choices. As mentioned, as the preponderance of the previous research specific to the role of the EP with YOs was based on discussion papers rather than on studies that collected qualitative or quantitative data, the researcher will also look to critique the studies the authors used to support and validate their opinions.

Section 2.7 will summarise the literature review and section 2.8 will identify the final research questions.

2.2 Systematic Review

The systematic review can be found in Appendix 1. The systematic review was placed in the appendices in order to write in depth without disrupting the current flow of this thesis, about the process of the literature review, how the articles were selected and how they impacted on the research.

2.3 Research Area 1 – To identify the work EPs have done with YOs

The figure below outlines the two research areas that the researcher chose to look at in order to explore the thesis title. It then identifies the research aims for each research area. Focusing on Aim 1 for this section, as summarised in Figure 2 below, the researcher will look at literature on the role of the EP in section 2.3.1 and the role of the EP with YOs in section 2.3.2. The researcher will highlight the EP's unique contribution throughout these sections.

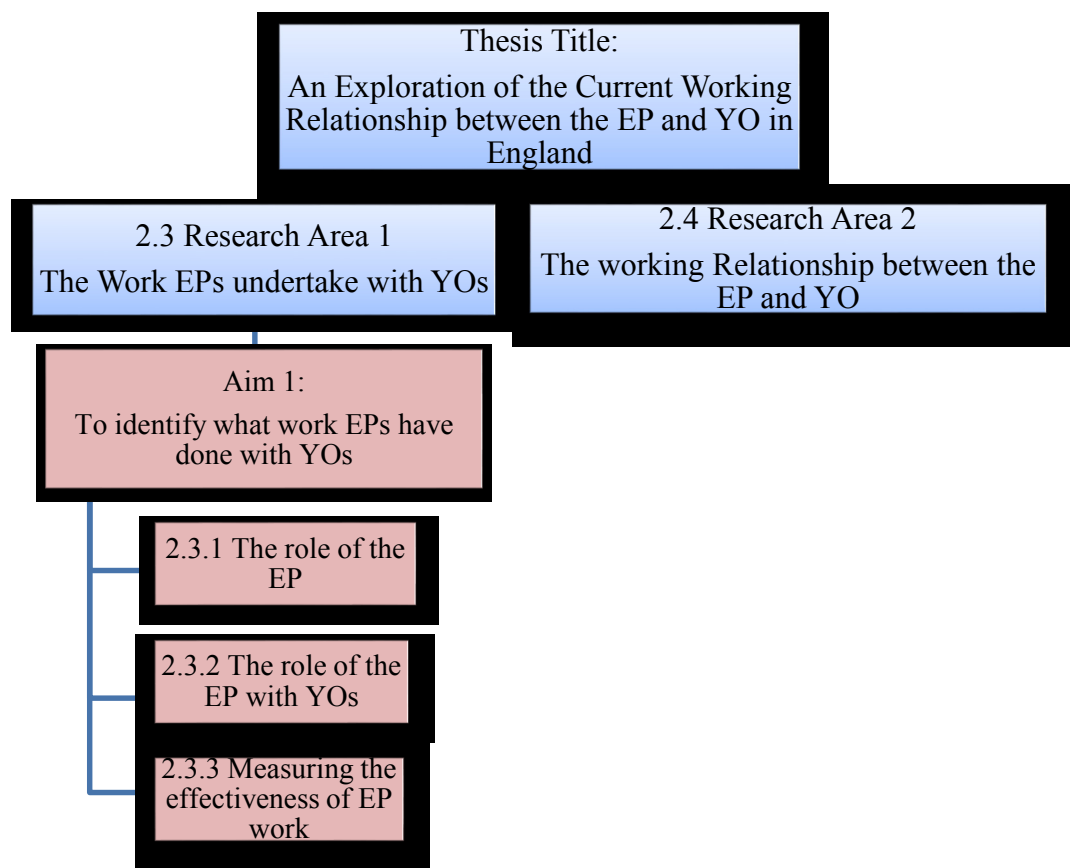


Figure 2: The literature research process for the first research area

The aims of the current study are to:

- 1) Identify what work EPs have done with YOs in the previous year.
- 2) Identify what characteristics the EPs in this study perceive to be necessary for a successful relationship with a YO.

In order to focus on the importance of the working relationship between the EP and YO, it was deemed essential to identify the work EPs can do within their role. Hence, the literature review sought to define the role of the EP.

2.3.1 The Role of the Educational Psychologist

A discussion paper by Boyle and Launchlan (2009) reflected on the role of the Educational Psychologist and how it has evolved over the last few decades. They discussed how there is a substantial amount of research that has looked at the role of the EP (Dessent, 1992; Frederickson, 2002; Gillham, 1999). Boyle and Launchlan (2009) attribute this level of research to the differences in the definition of the EP's role between different countries, local education authorities and even between different EPs. They quoted the thoughts of Gibb (1998) to emphasise this point:

"We know that educational psychologists have long had at least an awareness of the lack of clarity that exists about their role. It is not uncommon for their INSET menus to include a session on 'The Role of the Educational Psychologist'. It is perhaps some kind of psychological phenomenon that the irony of this is seldom remarked upon, even when it is presented year after year by a school's educational psychologist of many years standing." (p. 19)

Boyle and Launchlan (2009) also drew on the definition of the role of the EP provided by the DfEE working party (DfEE, 2000):

"... to promote child development and learning through the application of psychology by working with individual and groups of children, teachers and other adults in schools, families, other LEA officers, health and social services and other agencies." (p. 5)

They identified how the EP role had previously focused on administering IQ tests and holding the 'gate-keeping' role to obtaining resources and statutory advice for children with SEN, losing sight of the application of psychology (Cameron and Monsen, 2005; Leyden, 1999). Boyle and Launchlan (2009) described how the EP profession faces a number of challenges due to the implications of Every Child Matters (ECM) (DfE, 2006; DfES, 2004) and the change in the training of EPs to a three year doctoral program. Boyle and Launchlan (2009)'s article aimed to identify that the role of the EP has moved away from applied psychology and individual casework, which in turn, has led to an under-achieving profession in danger of becoming obsolete.

The authors suggested that the lack of applied psychology in individual casework was due to the unmanageable expectations of teachers and schools (MacKay and Boyle, 1994), the over-reliance on statutory work (DfEE, 1997) and time constraints (Boxer, Foot, Greaves and Harris, 1998).

Boyle and Launchlan (2009) provided thorough, chronological and well-discussed reflections about how the role of the EP has evolved and they placed an emphasis on the lack of applied psychology in individual casework in the current role of EPs. They discussed the importance of casework-based interventions not only for influencing systemic work but also for maintaining credibility within the educational marketplace.

They highlighted the impact of the ECM document (Farrell et al, 2006) in order to support their argument that the current role of the EP is under threat due to its inability to demonstrate its unique contribution.

A review in light of the Every Child Matters document (DfE, 2006), saw Farrell et al, (2006) looking at the functions and contributions of EPs in England and Wales by collecting responses from 2 questionnaires. The first was distributed to educational professionals (N=983) (head teachers, EPs, PEPs, LEAs) and the second was distributed to parents and young people. Unlike the reflections proposed by Boyle and Launchlan (2009), the participants in Farrell et al's (2006) researcher reported that they valued the EPs application of psychology. Farrell et al (2006) reported how respondents valued the EP's academic background and training in psychology and how this gave them a distinctive contribution that

specialist teachers or behavioural support staff, for example, might be unable to provide.

This mixed-methods large scale study identified that EPs have a role in consultation, assessment and intervention at an individual, multi-agency and strategic level. This study had a very large sample size and response rate, suggesting a high level of reliability and generalizability. However, looking closely at the participant sampling, the selection of YP and parents was not by random selection. The EPs actually selected them. This would have significant implications on the results of their study as the EPs could have chosen participants where they perceived there to have been a successful relationship. This could suggest that the parents' and YP's views about the unique contribution and the role of the EP could have been more positive than if the sample had been selected using randomised sampling.

In 2010, the Association of Educational Psychologists (AEP, 2010) aimed to move on from the EP's role in achieving the ECM outcomes and published 'The Contribution of Educational Psychologists to the Delivery of Local Services for Children'. In this they stated that the importance and unique contribution of the role of the EP in the application of psychology and how psychology underpins child development and learning (AEP, 2010). Research has suggested that EPs use psychological approaches such as the solution-focused approach to underpin their practice, further demonstrating their unique contribution (Ajmal and Rees, 2001; Durrant, 1993; Lindfross and Magnusson, 1997; Redpath and Harper, 1999; Rhodes and Ajmal, 1995; Seagram, 1997). As part of the key aspects necessary of the role of the EP, the BPS propose that all applied psychologists must demonstrate the application of psychological methods, concepts, models, theories and knowledge (BPS, 2013). The BPS also proposes that they must demonstrate a communication of psychological knowledge, principles, methods or needs and their implications for policy (BPS, 2013).

The Association of Educational Psychologists (AEP, 2010) identified how EPs have a unique role in comparison to other educational professionals, as they apply scientific methods, use hypothesis-testing and diagnostic and assessment skills informed by research on child development (AEP, 2010). Although they have a

unique role in the process of statutory advice (AEP, 2010), the EP's role is unique due to their ability to work beyond the parameters of a school setting, liaising with additional services within education, welfare, social and health (AEP, 2010). The use of evidence-based practice is also a unique contribution by the EP profession, as opposed to other educational professionals (Sackett, Rosenberg, Gray, Haynes and Richardson, 1996; Sox and Woolf, 1993; Woolf and Atkins, 2001).

EPs have an important role to play in the process of child development and learning as they have an excellent understanding of the expected developmental milestones for typical child development (Farrell et al, 2006). Part of their is to have extended knowledge of the theories that explain and describe child development and learning (Fulton, 2007). They have the unique ability in applying and translating this information to real life situations. They can adapt their understanding of child development and their recommendations to others in accordance to the different settings they are working in (school, home, YOS etc.). They are best placed to work with educational professionals due to the psychological theories that underpin crucial elements of teaching and practice (Fulton, 2007). The reason for this is that EPs have a good understanding of how children learn (Yeomans and Arnold, 2006), how to manage groups (Cameron, 2006; Glover and Ronning, 1987) and how to monitor and assess (Cameron, 2006), making them an appropriately skilled professional to lead others in educational settings (Wittrock, 1992).

Working with teachers and other educational professionals, the EP can support them to use reflection, to problem-solve and to identify the different ways in which to teach a child to suit the child's individual learning style (Manolis, Burns, Assudam and China, 2012; Pashler, McDaniel, Rohrer and Bjork, 2008). EPs can use consultation to help equip others with the skills and knowledge to think through concerns, develop solutions and to take ownership of the issue (DFEE, 2000).

The EP has a unique role as an applied scientist practitioner. They can critically evaluate the theories and ideas of others and adapt them appropriately. EPs also have a role in early intervention (Karoly, Greenwood, Everingham, Hoube, Kilburn and Rydell (1998). The EP uses early intervention in order to develop children's social and communication skills, using therapeutic and teaching tools (Karoly et al., 1998). The EP can support school staff to model appropriate social interactions

and to teach the children how to understand and interpret the emotions of others' (Karoly et al., 1998).

Part of the EP's role in child development and learning can be seen as assessment and supporting young people with low academic ability. The EP can use assessments to determine the young person's academic ability using achievement scales for example. There are well documented links between low academic achievement and offending behaviour (Cassen and Kingdon, 2007; Charlton, Panting and Willis, 2004; Christle, Jolivet and Nelson, 2005; Department for Education, 2012; Hallam and Castle, 2001; Sabates, 2008). Due to this, it is clear that there is a role for EPs to work with YOs in order to assess academic ability and implement interventions based on promoting the YO's academic achievement.

Within this aspect of the EP's role, assessment and academic intervention, there has been much discussion about the overlap and similarity of roles between an EP and a specialist teacher. As in the findings proposed by Farrell et al (2006), there is a view that specialist teachers are just as well placed as EPs to support young people with low academic ability. The involvement of a specialist teacher can be preferred due to the economic reasons, with specialist teachers costing less money than an EP (Farrell et al (2006). Many theorists however, call on research focused on the EP's unique contribution in order to argue how the EP's involvement with YOs with low academic ability can be more effective and can go beyond the remit of the specialist teacher's role (AEP, 2010; Atkinson et al, 2011; Farrell et al, 2006). The EP's unique contribution is that, not only can they assess a YO's academic ability and create and implement associated interventions, they can assess the full range of the YO's cognitive functioning, having the skills to interpret these findings to relate them to the YO's needs in the classroom (Farrell et al, 2006).

Although some specialist teachers can assess aspects of the YO's cognitive functioning, they do not possess the same academic and psychological background that would enable them to do this to as much depth as an EP. The EP has a unique role with YOs who have a low academic ability, more incisive and in addition to that of a specialist teacher, in that they can apply psychological theory, looking at every system in the YO's life (school, home, community, YOS) (Fulton, 2007). The EP is not simply a 'super teacher' but first and foremost a psychologist who

can apply theory and an evidence base to provide recommendations that can impact on the YO's life also outside of the classroom (Wittrock, 1992).

Although Boyle and Launchlan (2009) reflect on current and previous research and conclude that the application of psychology is lost in the current role of EPs, the research of Farrell et al, (2006) and the AEP (2010) would suggest that this is actually an aspect of the EP's current role which demonstrates their unique contribution.

Atkinson, Corban and Templeton (2011) conducted two small-scale research studies in order to consider the evolving role of the EP and how their current role consists not only of the application of psychology, but also in the provision of therapeutic support to children. They identified two government initiatives that have looked at the need to provide more support focused on developing children's social and emotional development, through the SEAL program (DCSF, 2005) TaMHS program interventions and through the Improving Access to Psychological Therapies (IAPT) initiative (DoH, 2008).

They call on research that identifies that schools are best placed to promote young people's mental health through early intervention. EP's therefore are in a unique position to provide therapeutic interventions to young people in schools (Rait et al., 2010). Unlike the thoughts reflected by Boyle and Launchlan (2009), Rait et al (2010) suggested that in light of this move in legislation towards the use of early therapeutic intervention, schools will be utilizing their EP to reflect this. Atkinson et al (2011) therefore argue that as part of the EP's unique contribution, they are better placed to offer therapeutic interventions than their colleagues from other branches of psychology.

They draw on the research from MacKay (2007) who argues that due to the rising profile of mental health issues in children and young people, a new evidence base for therapy and the application of psychology is essential. He states that EPs are a key therapeutic resource for young people and that providing therapy and establishing a therapeutic relationship is an essential aspect and unique contribution of the EP's current role. Atkinson et al (2011) identified that although some EPSs and EPs actively pursue a 'therapeutic role', some are unable to do so due to

external constraints (Greig, 2007) mainly due to an overemphasis on their statutory duties (Baxter and Frederickson, 2005).

Atkinson et al (2011) explored research that looked at the kinds of therapeutic intervention that EPs currently provide in school settings. They highlighted research that showed the use of Cognitive Behavioural Therapy (Greig, 2007; Squires, 2010); motivational interviewing (Atkinson and Woods, 2003); personal construct counseling (Truneckova and Viney, 2006); solution focused brief therapy (Young and Holdore, 2003); and therapeutic stories (Pomerantz, 2007). Atkinson et al (2011) identified that the treatment choice of EPs was CBT. They quoted MacKay (2007):

EPs may *'appropriately embrace therapeutic interventions and apply them where they have known effectiveness'* (p.15)

Mackay (2007) explains that, like therapists, EPs can offer therapy and therapeutic intervention. However their additional function, setting them apart from therapists and their unique contribution, is that the EP can use therapy and therapeutic intervention where they feel it is necessary rather than having a role that is entirely dependent upon it. For example, the key role of a therapist is to provide therapy and therapeutic intervention. This is just one aspect of the role of the EP (Atkinson et al, 2011; Mackay, 2007).

As part of Atkinson et al's (2011) two small-scale studies, the first was carried out using a focus group of Year 1 trainees (N=9) and Year 2 trainees (N=5) and then individual interviews of 3 Year 3 trainees from one doctoral training program. A 'training day' was provided to invite all assistant EPs (N=2), EPs (N=6) and Clinical Psychologists (N=4) from one LEA to attend a one hour session to explore the therapeutic role of the EP.

The second small-scale study consisted of an interview with a PEP which aimed to obtain an overview of the application of therapeutic interventions within the EPS; a brief questionnaire administered to all EPs at a service meeting to gather information regarding therapeutic interventions employed by EPs within the service as a whole; individual semi-structured interviews with EPs providing contrasting responses to the questionnaires.

The group and interview data was collected using a digital audio recorder and, along with the questionnaire responses, analysed using Thematic analysis (Braun and Clarke, 2006). They found that when attempting to find out how EPs were using therapeutic interventions, participants reported the importance of focusing on the nature of the relationship between the practitioner and the client. The participants identified characteristics specific to the EP that they felt were necessary to successfully forming a relationship: equality; raise awareness in the client; focus on emotional well-being and non-evasive. The participants proposed that forming a successful relationship can require the need for ‘time’ – with one participant suggesting the need for 6 weeks.

They identified that EPs and TEPs were using PCP, SFBT, CBT, Narrative Therapy, play-based therapy, counselling. It was identified that the EPs preferred to use SFBT due to the pragmatic value of it. Atkinson et al (2011) identified that some of their participants identified an anxiety around ‘role definition’ expressing concerns about over-stepping the boundaries of their role when working multi-professionally. They highlighted the view that some EPs felt they were being asked to work as a therapist or as a counsellor.

Their research also identified that EPs felt under time constraints, in that if their school had only been allocated three days for the school year to receive EP input, it was increasingly difficult to suggest the use of therapeutic intervention by EPs. The pressure to carry out SEN procedures and the lack of reassurance from other professionals about how the EP is qualified to offer therapeutic interventions, impacted on each EP’s experience. Atkinson et al (2011) identified that the stigma attached to ‘therapy’ may have interfered with the EP’s opportunity to provide it. They highlighted the misconception that therapy is only to be delivered by psychiatrists, therapists and clinical psychologists.

Atkinson et al (2011) used the following definition of the EP’s unique contribution provided by Leadbetter (2010) in order to describe the EPs in their studies:

‘The uniqueness lies in the systematic application of psychological theory, research and skills to whatever problems and contexts are presented to them.’ (p. 276)

Atkinson et al (2011) proposed that the EPs in their studies were using a wide range of therapeutic interventions in a flexible way, on an individual level, and systemically in consultations and training. It is noted however that not all EPs choose or have the opportunity to provide therapy.

Looking critically at Atkinson et al.'s (2011) studies, although their findings are very interesting and provide another aspect and uniqueness to the role of the EP, there does appear to be a criticism in how they defined the term 'therapeutic intervention'. Although some of the EPs identified that they used Circle of Friends and Social Skills as their therapeutic interventions, it is not certain that not all would agree that these are therapeutic interventions (Shotton, 1998; Whitaker, Barratt, Joy, Potter and Thomas, 1998). This would suggest that the authors failed to provide their participants with a clear and consistent definition of 'therapy'; or 'therapeutic intervention'. If their definition is to include interventions such as circle of friends, then this may have implications in terms of the perceptions held by SENCOs for example. By providing a clear definition of what is meant by 'therapy' or a 'therapeutic intervention' other professionals will have a clearer and more succinct expectation of the work the EP is going to or is able to provide.

Further limitations of this research can be found in the small sample size and how the studies were only undertaken in one LEA. Therefore it would not be possible to draw accurate generalisations to the entire EP profession. As the researchers worked as part of the EPS at the time of undertaking the study, further implications can be found in the possibility of experimenter bias or demand characteristics from the participants.

A study by Squires et al (2007) also looked at the role of the EP and the importance and uniqueness of the use of therapeutic interventions in schools. They placed emphasis on the argument that EPs do not need specific training to use CBT. Their paper aimed to contribute to the debate that EPs are deemed competent to deliver therapeutic intervention and that this should be a key aspect of their role and unique contribution as they are best placed to deliver therapy to schools, pupils and families.

Squires et al (2007) called on research to validate the claim that 1 in 10 children between the age of 5 and 16 have a mental health disorder (Department for

Children, Schools and Families and Department of Health, 2009; Layard and Dunn, 2009). Squires et al (2007) explained how, due to the lack of capacity of children's mental health services to respond to the huge demand for therapeutic intervention, there became an ethical argument for the role of EP's to incorporate the provision of therapeutic interventions for children who are experiencing considerable distress and interference with their personal functions (Layard and Dunn, 2009; Stallard, 2007; Stallard et al., 2007b).

Squires et al (2007) argued that the EP's unique contribution to working with young people in schools is their ability to take mental health topics and adapt them to meet the requirements of educationalists working with the constraints of national and local agendas (Department for Education and Skills, 2001, 2004, 2007). According to Squires et al (2007), the EP demonstrates their unique contribution even further by working across boundaries, difficult to cross by other professionals, such as the school, the community and multiagency work (Farrell et al, 2006). Unlike others, EPs are able to work in a flexible way through consultative models as well as directly with the young person.

Squires et al. (2007) concluded that the role of the EP is much broader than the role of other psychotherapists working in clinical settings. Squires et al (2007) clearly identify that EPs are not replicating the work done by therapists but that they are in an excellent position to utilize theory of therapy and therapeutic intervention in order to support the young people, schools and families they work with. The EP can have a unique slant to providing therapy and therapeutic intervention due to their academic background and their knowledge and understanding of psychology. Squires et al (2007) argued that the EP is already qualified to provide therapy, specifically CBT, and in some cases the EP has received more training than therapists and clinical professionals (Stallard, 2007; Stallard et al., 2007a).

Another unique aspect of the role of the EP is in their understanding of the client group (Squires et al., 2007). Squires et al (2007) argued that too often, therapists and clinical professionals view children as 'little adults' (Kingery et al, 2006). They explain how EPs have a sound knowledge of child development and understand the differences in cognitive and linguistic skills of children of different ages and abilities. Therefore, the EP appears to be the best placed to adapt adult

models of therapy to be used appropriately with children. For children with speech and language difficulties for example, the EP can adapt the therapeutic intervention to enable the child to access it (Squires et al 2007). Thinking also about children with underlying difficulties such as difficulties with their social skills or difficulties associated with the loss of or the failure to form appropriate attachments, the children need to be able to express themselves, differentiating and describing their own feelings. A professional who is able to simplify the use of language and use visual aids to enable the child to use a simple model of therapeutic intervention is more likely to be successful with the young person (Doherr et al., 2005; Squires, 2001, 2002).

Squires et al (2007) discussed the EP's ability to understand and take into account the young person's context and the variety of agendas held by each professional in these contexts. Professionals, working in different services, have different agendas and demands placed upon them. The EP is in a unique position, unlike school and YOS staff, as they do not have the same demands and agendas that are focused entirely on hard-outcomes as do class teachers, professionals from the YOS or Education Welfare professionals for example (Squires et al, 2007). For schools for example, there is a constant battle between inclusion and achievement (DFES, 2001, 2004, 2007). Educational professionals are under continuous pressure to achieve higher scores to affect the SAT league tables and this pressure can influence their agenda when working with YOs (Department for Education and Skills, 2001, 2004, 2007). The EP's knowledge of the complexity of school life and the different pressures felt by educational professionals is essential and becomes part of their role as an EP (Squires et al, 2007).

In Squires et al's (2007) final discussions, they explored the characteristics and competencies of EPs. They identified the importance of the process and formation of the therapeutic relationship. EPs are in the unique position to focus on the process of their therapeutic relationship with a young person rather than having to measure their input by hard outcomes. Squires et al (2007) identified how EPs need to build trust with their clients, work collaboratively with them giving the client responsibility over their own 'treatment plan'. They explained how the EP needs to provide structured sessions, keep written records and demonstrate a warm, encouraging and accepting manner. Squires et al (2007) argue that all of these

‘competencies’ and characteristics are in line with EP’s everyday practice. They made no reference to how these characteristics of the EP of the EP’s effectiveness could be measured.

In order to look further at the role of the EP, the large-scale study by Kelly and Gray (2000) was included as, due to the large sample-size implications to the entire EP profession were more plausible. On behalf of the Department for Education and Employment’s Working Group, Kelly and Gray (2000) conducted a piece of research which aimed at looking into educational psychology practice in order to discuss the role of the Educational Psychologist.

Kelly and Gray (2000) conducted an exploratory piece of research, employing a mixed methods approach in order to collect their data. They collected their data using postal questionnaires, Local Education Authority (LEA) case studies and submissions from interested parties. They used two postal questionnaires, sending the first to all LEAs in England and the second to a randomised sample of 500 schools (of which 100 were special schools). Their final participant sample for the quantitative stage of their research consisted of (N=144) LEAs and (N=348) schools.

Like Boyle and Launchlan (2009), Kelly and Gray (2000) found that the role of the EP is still heavily reliant on the process of statutory assessment for children with special educational needs. Their research explored how EPs are used within LEAs across England and how they might be used more creatively, and it identified future priority areas for EPSs.

Kelly and Gray (2000) found that the participants in their study valued the support and advice offered to them by the EPS. The researchers identified the appreciation from positive responses by schools for the EPS support they had received in identifying and implementing interventions for children with emotional and behavioural difficulties. Like Squires et al (2007), the researchers noted the unique role of the EPs in understanding how schools function at an organisational level. The researchers identified the role of the EPs in raising the standards and levels of academic achievement in their LEA and supporting government policies on inclusion and social inclusion.

An interesting finding in this report highlighted the misunderstanding between the EPs and the service users about the role of the EP. EPSs have had to create service level statements in consultation with clients in order to ensure clarity of the EP role. The researchers found that EPs were involved in multi-agency work but there was a significant variation in understanding of the EP's role within this capacity. Service users did however view EPs as 'key agents for change'. Several EPs were taking part in creative projects and developments which were valued by service users. EPs were seen to be working with class teachers to empower them and with parents of children with SEN, to act as that link between home, school and external agencies. Participants made particular reference to the EP's role within consultation and problem-solving, and to their involvement with the Early Years. There was, however, no mention of the EP's role with young offenders, within YOS or YOTs.

This study was on a national scale and was thorough in terms of participant recruitment. The main outcome of Kelly and Gray's (2000) research highlights that, in addition to that which has been mentioned so far, the EP has an important role in training educational professionals in understanding and supporting challenging pupils. There was an emphasis on the importance of the EP's role with children with behavioural difficulties. Their results stated that 95% of schools reported EPs as having developed staff skills on behaviour management techniques; and 90% reported that EPs were involved in observations of children with emotional and behavioural difficulties. Given this level of recognition of the necessity for EP involvement within these areas, it is, at the very least, surprising that the researchers made no reference to the EP's involvement with young offenders. Their results went on to state that 98% of schools reported, as a priority, the need for EPs to work within a multi-agency approach; the need for EPs to incorporate multi-agency working into their current practice.

2.3.2 A Discussion about the Possible Role of the EP with YOs

Looking at the research identified in the previous section, there are aspects of the EP's general role such as the use of consultation, assessment, intervention,

therapeutic and multi-agency/multi-systemic work that are also essential in the EP's role with YOs (Ryrie, 2006).

Looking at the research in the previous chapter that explored the role of the EP and the work that they can do (Atkinson et al, 2011; Boyle and Launchlan, 2009; Kelly and Gray, 2000; Squires et al., 2007), it is clear that aspects of their general role equip them with the ability to work with YOs. The EP's ability to work within a multi-disciplinary setting (Farrell et al, 2006; Kelly and Gray, 2000; Squires et al., 2007) is an essential characteristic necessary for working with YOs (Ryrie, 2006). When an EP works with a YO, they will have a unique role in liaising not only with school staff, the young person's family and other educationally focused professionals, but also they will need to usually liaise with staff from the YOS. They will be working across the boundaries of school, home, community and multi-agency systems (Farrell et al, 2006; Squires et al., 2007).

The EP will have a unique contribution when working with YOs by making use of the EPs academic and psychological background to understand the YO (Kingery et al. 2006). They can use this understanding to adapt adult models of therapy to an age appropriate level (Kingery et al, 2006) and to a level where they will be able to access the interventions in line with their social and communication skills (Doherr et al, 2005; Squires, 2001). As there is a well-documented link between low academic ability and offending behaviour as mentioned earlier, the EP would have a role in ensuring all interventions were carried out and simplified to a level that the YO can understand.

As the YOT/YOS and EP worlds are very different (exampled by the different language used, acronyms or legal jargon etc.) it is an additional and unique part of the role of an EP to spend time getting to know the world of the YOT and also to gradually allow for the education of professionals in the YOS to understand the role of the EP (Ryrie, 2006).

When working with a YO, the EP's role can vary according to the individual differences between each YO and this can have an impact on the nature of the EP's work (Megargee, 1976; Moffitt, 1990a; Quay, 1966).

Research has shown that individual differences, such as the age of the YO, have an impact on offending behaviour, suggesting that offending peaks at around the age of 17 and then drops by over 50% by early adulthood (Blumstein and Cohen, 1987). These results suggest that the majority of offences are committed by young people whose behaviour is temporary (Farrington, 1986). The relationship between age and offending is interpreted by McNeal and Weaver (2010) as reflecting underlying biological changes, adaptations to the YO's social contexts and attitudes and life circumstances.

This helps to highlight the importance of EPs needing to take account of and adapting their role in light of the YOs' individual differences, depending on whether the YO is a desister (those who have not offended with the last year), a resister (young people who have never offended) or a persister (young people who have recently offended and were going on to criminal careers). It has been suggested that desisters and resisters are likely to fear punishment and consequence and are more open to engaging in relationships with professionals and receiving interventions (Jamieson, McIvor and Murray, 1999). With persisters on the other hand, research has identified that professionals need to take on an additional and unique role to their general role, to work with the YO on a number of different aspects of the young person's life e.g. their peer groups, romantic relationships, education and academic ability, their home life and their ability to work and earn money (Farrall, 1995; Jamieson et al, 1999; Sampson and Laub, 1993).

Ryrie (2006) produced a discussion paper that aimed to describe the role of the EP working in a multi-disciplinary Youth Offending Team (YOT). In his paper, he looked at the history and context of the public, political and legislative responses to youth offending behaviour and how these have impacted on the evolving role of the EP. Based on his research within two EPSs that are associated with two YOIs, Ryrie (2006) then looked at the nature of the working relationship between an EP and YO, firstly on an individual level, then through joint-working with other professionals and then on an organisational level. He drew on the research and psychological findings of other psychologists to support and create an evidence-base for his views. This paper was included in the current literature search as it highlighted the EP's role and the nature of the work they can do with YOs. His

views and the research he drew upon from others, contributed to exploring the current research's primary question.

Looking primarily at the EP's role in individual casework with YOs, Ryrie (2006) suggested that an EP's work, at an individual level, would involve YOs being referred to the Educational Psychology Service or to the EP on the YOT in order to gain further support, insight or assessment when the YO is considered to have psychological, educational or developmental needs. A report on the follow-up of an OFSTED inspection (Werrington, 2004) identified the importance of this aspect of the role of the EP in using individual assessment to identify the YOs' cognitive and developmental needs due to the links with low academic ability and delinquent behaviour (Werrington, 2004).

Ryrie (2006) aimed to identify how the role of the EP in individual casework was similar to the general work EPs undertake on a regular basis with all young people. The reason he did this was to encourage other EPs to work with YOs and to shift the perception that working with YOs is a specialist role. Ryrie (2006) went further by identifying how there are additional aspects that EPs need to consider and incorporate into their role when working with YOs that may not be necessary in their general casework.

Ryrie (2006) suggested that additional and complex psychological understanding and knowledge needs to underpin their work involving YOs and how there is an evidence-base that should be considered when undertaking this work. For example, he explained how there was a role for EPs to work with YOs due to the relationship between offending behaviour and low academic achievement (Farrington, 1986; Liddle, 1998; Rutter et al, 1998) and between offending behaviour and non-attendance (Audit Commission, 1996; Berridge et al, 2001; Graham and Bowling, 1995; Youth Justice Board, 2003). The EP is required to have an understanding of the psychological explanations behind offending behaviour in order to identify the most appropriate methods of supporting that young person (Ryrie, 2006). By understanding that there are documented links between offending behaviour and low academic achievement for example, the EP can ensure that the other adults who are or who have been working with the YO

have explored the YO's academic ability and not just the YO's 'delinquent behaviour'.

As there is growing acknowledgement that a significant number of young people in the youth justice system have identified or unidentified special educational needs and low academic ability, especially amongst persisters (e.g. Loucks, 2006), there is increasing demand for EPs to work with YOs on an individual basis (Farrell et al, 2006; Ryrie, 2006). Although some would argue that this role could be taken on by other educational professionals, such as specialist teachers, for example (AEP, 2010; Farrell et al, 2006;), the EPs' unique contribution to individual casework would be in their ability to use evidence-based practice, work under an ethical framework and apply psychological theories to inform their interventions and assessments (Sackett, Rosenberg, Gray, Haynes and Richardson, 1996; Sox and Woolf, 1993; Woolf and Atkins, 2001).

Once the YO's needs are identified, part of the EP's role, according to Ryrie (2006), could be to conduct individual consultations with the young offender and/or their parents. The EP could then complete further assessment, offer short-term interventions or supervise the young offender on a long term basis if they are found to have significant learning difficulties.

Other models exist, that describe how EPs can work on individual casework. Wagner (1995) proposed a framework of consultation that can be applied at an individual level, which embodies the Social Constructionist (Burr, 1995) and Systemic ways of thinking (Skyttner, 2006). The focus of an individual-level consultation is on the YO in the context of their classroom and school. Wagner (1995) proposed two different ways in which the EP can work on an individual-level: informal consultation; and full consultation.

During an informal consultation, this model could be used by the EP to work with the class teacher of the YO for example to have a direct impact on the YO's environment/system and an indirect impact on the YO's life. This form of consultation would be used on occasions when the EP does not meet the YO individually. When school/PRU staff prioritise a concern about the YO, that time is allocated to the EP, and it becomes a full consultation. The EP is able to then use approaches such as Solution-Focused techniques (Greenberg, Ganshorn and

Danilkewic, 2001) and Appreciative Enquiry (Kinni, 2003) to help form their questions posed to the class teacher about the YO.

An EP can also work individually with a YO by undertaking observations of the YO within his/her classroom setting for example or directly with them using consultation. Such consultations are usually based on Appreciative Enquiry, Solution Focused and Narrative approaches (Watkins, Carnell and Lodge, 2007).

Ryrie then went on to explore further how the EP's work with YOs is additional to their general role, but not confined to a specialist EP role, due to the unpredictable nature of the systems involved in the young person's life (Ryrie, 2006). He explained that working with YOs involves the understanding that events can happen suddenly and unexpectedly due to the nature of the court system for example. Ryrie (2006) identified that unanticipated court decisions can be made which can lead to the EP having to work as a 'crisis response'. He explained how, when working with YOs, the EP needs to demonstrate the ability to carefully plan reflective action. As part of their role, the EP needs to take account of YOS and YOT agendas but also the needs of the individual YO. He described how the EP needs to maintain a clearly defined role as an applied psychologist.

Ryrie (2006) reflects on his own experience to discuss the role of the EP with YOs. He explained that, first and foremost, the EP must define their role, capabilities and the possible range of their work, to other professionals involved with this case. The fact that the young person has been caught and/or convicted means that professionals from the YOT and YOS will have involvement at the very least. Part of the EP's role is to educate these professionals to ensure that the EP, in Ryrie's (2006) experience, is not 'used' solely for assessment. By conducting consultations and briefing meetings with YOS professionals, the EP can identify the most suitable method of their involvement. Ryrie (2006) identifies that this should be done regularly due to the high turn-over in staff in the YOS.

Ryrie (2006) moved on from discussing the role of the EP when working on an individual basis with YOs, to discussing the essential role of the EP in working closely with their colleagues in 'joint-working'. He explained how EPs not only work individually with a YO or with the YO's class teacher, but they can, for example, work in partnership with a professional from the YOT. The EP will be

able to share their psychological knowledge and skills and knowledge of the YO in their school setting with the other professional and vice versa.

Ryrie (2006) identified the importance of 'joint-working' due to the misconceptions held by other professionals of the EP's role. He explained that when an EP is given a case that involves a young person who has offended, many individuals have worked previously with this young person. Members of the behavioural support team, the YOS and the YOT have usually been involved in this young person's life for an extended period of time, sometimes since early childhood. The considerable skills of those professionals and their experience of working with YOs and possibly that particular YO can leave them skeptical about the additional value of the EP. Ryrie (2006) therefore emphasised the importance that part of the role of the EP should be in creating close links with such colleagues, seeking out opportunities to work in partnership with them.

Looking again at the Werrington follow-up OFSTED report, like Ryrie (2006), the inspectors discussed the role of the EP in joint-working with the SENCo and how the EP could assist SENCos in developing a range of assessment resources for YOs (Werrington, 2004). It also was suggested how the EP's role extended to supporting the SENCo and school staff in understanding, assessing and supporting YO's with additional needs (Werrington, 2004).

To provide an example of joint-working to the reader, Ryrie (2006) reflected on his own experience as an EP and he identified how he used reflection and applied psychology when working with a Young Sex Offender, alongside a Probation Officer (PO). He described how part of his role as an EP was to choose a method of working that would complement the way in which the PO had already chosen and developed with the YO. Ryrie (2006) identified that in this case, the PO had adopted Personal Construct Psychology (PCP) (Stojnov and Butt, 2002) as a framework for questioning the Young Sex Offender. He described how the EP is in a unique position in terms of their academic and psychological background to be pragmatic, being able to adapt their practice to accommodate or to complement the practice of others who may be less able to work as flexibly or who have already been involved with this YO for a significant amount of time. Ryrie (2006) identified that as a result of his ability to work flexibly in order to complement the

methods of working chosen by the PO, the two professionals were able to undertake reciprocal learning and demonstrate mutual esteem for each other's work, lowering the barriers that may have limited access to other areas of work.

Ryrie (2006) reported another example of joint-working, reminding the reader that part of the EP's role when working with YOs is to work collaboratively with the young person's parents/carers. He explained that the advantage of this method of working is that the EP is able to empower the parents helping them to feel proud of their children (Berg and Steiner, 2003). Part of the EP's role when working collaboratively with parents, is to address the inevitable power imbalance that has developed over time between the parents and school staff or the parents and YOS staff. The EP's role is to remind the professionals involved that the parents have 'expert knowledge' about the YO and this should be shared in conjunction with exploring what attempts and approaches the school/YOT have already tried with the YO. The purpose of doing this is to create a sense of equality of expertise amongst the adults.

The final way that Ryrie (2006) suggested that EPs can work with YOs, is through the creation of interventions and groups that attempt to have a benefit further than just on one individual YO's life. Working with other professionals or agencies, the Educational Psychologist can develop initiatives such as 'life-skills' groups, that aim to improve groups of young offenders' social skills, for example (social skills having a link to reoffending rates - Ryrie 2006). The EP may also get the opportunity within their role to develop policies or training packages to educate other professionals about the psychology behind interventions. The EP could provide training to the Youth Court Panel to educate them in the psychological aspects of offending behaviour. Training for parents who have received Parent Orders will also take place in training packages (Werrington, 2004).

Ryrie (2006) aimed to demonstrate that part of the unique role of the EP was in their understanding of the psychology that underpins their work with YOs. Like Squires et al (2007), Ryrie (2006) explained how professionals within the YOS usually have agendas that influence and dictate the work that they do with YOs. These professionals will be governed by criminal justice system outcomes and educational staff will be governed by National Curriculum outcomes. The EP

however is in a unique, yet somewhat challenging position, whereby they need to balance criminal justice system and National Curriculum goals and outcomes with what they feel is in the best interest of the young person (DfES, 2006a). The EP, whilst taking the agendas of others into account, can ‘step away’ from these constraints and look at the bigger picture of the YO’s life (DfES, 2006a). Part of the EP’s role is to understand not only the needs of the YO but to understand the risk factors that influence the YO and the choices the YO chooses to make (Berridge et al, 2001; DfES, 2006a, Ryrie, 2006). The Department for Education Services (2006a) explained:

“Most young offenders understand that qualifications, skills and jobs can help them break the cycle of crime, but many face barriers to living crime-free”

(DfES, 2006a, p.26).

This quote from the Department for Education Services (2006) really grasps the idea that although YOs may understand the purpose of the support and services they are offered, sometimes there are barriers within their lives that impact on their ability to progress successfully. These barriers have been described as ‘risk factors’ and research has aimed at drawing causal relationships between different risk factors and offending behaviour. The EP needs to understand the risk-factors in a YO’s life in order to provide a ‘service’ that will have any positive impact (Berridge et al, 2001; DfES, 2006). Research has been undertaken that aimed to identify characteristics that have a relationship to youth offending and risk-factors that also impact on the chance of the young person offending or reoffending (Berridge et al, 2001; Boxford, 2006; DfES, 2007, MORI, 2004).

DfES (2007) figures, for example, highlighted that there is a positive relationship between rates of offending and the most vulnerable groups of children. DfES (2007) estimated that Looked After Children were two and a half times more likely to receive a reprimand than other less vulnerable young people.

As with the research discussed in Ryrie’s (2006) paper, relationships have been identified between offending rates and whether the young person remains in school and offending rates and whether they have been excluded from mainstream education (Berridge et al, 2004; MORI, 2004). It was concluded that 60% of

young people who have been excluded reported that they had offended, compared to 26% self-reports of offending from young people who are still in mainstream education. Boxford (2006) highlighted the effect of the peer group on the young person and how this was an important indicator of offending behaviour. He reported that the socio-economic background of the young person was not a significant predictor of problem behaviour. The survey highlighted links between attendance, low academic achievement and special educational needs with 'looked after children' (MORI, 2004).

The survey inferred that a relationship exists between offending rates and the more vulnerable the young person (MORI, 2004). Such research highlights the importance of the young person's environment. One could predict that a young person in an inclusive and well-established school with high academic ability and attendance rates is less likely to offend than a child who has low academic achievement and poor attendance, disengaged from education.

As it has been suggested that a young person's attendance in or exclusion from mainstream education has an impact on the likelihood of offending, it could be quite easy to jump to the conclusion that the majority of young offenders have been excluded from school. With this in mind, it is instructive to look at Youth Justice Board figures drawn from research on 5658 young people known to the YOTs in England and Wales. The research reported that only 45% of the young offenders were attending full-time education, training or work and 28% were in no such provision (Stephenson, 2006).

The 2005/2006 (YJB, 2007) survey highlighted that 75.1% of the young people supervised by the YOTs were recorded to have been in full-time education, training or employment in that year. Stephenson (2006) concluded that young people known to the YOT are more likely to be outside the mainstream school system.

When working with YOs, the EP needs to have an understanding that there are risk-factors such as these that can impact on the YO's life that may make it more or less likely for the young person to offend or reoffend. The research has identified that there are links between offending behaviour and different factors ranging across the different systems of the YO's life (school, home, peer and community systems) (Boxford, 2006; MORI, 2004; Stephenson, 2006). The EP is in a unique

position as the only professional who is able to support the YO in all areas of their life: in school, with their peers, in their home, in their community and in different settings such as YOT settings (Farrell et al, 2006; Paylor, 2011).

2.3.3 A discussion about how the role of the EP and their unique contribution can be measured

Section 2.3.1 looked at the role of the EP and section 2.3.2 looked at the role of the EP with YOs. As part of the EP's role, research not only demands that EPs use evidence-based practice, but also that the EP demonstrates the effectiveness and the impact of their involvement (Farrell et al, 2006). Referring back to the research by Farrell et al (2006) discussed earlier in this chapter, they not only explored the EPs unique contribution, but they explained how important it is for EPs to demonstrate this. They proposed that EPs could do this by using the 5 Every Child Matters (ECM) outcomes as concrete and measurable outcomes. They prescribed how all EP work should be completed with the ECM outcomes in mind and how the EP could measure the impact of their involvement in terms of whether one or more of the ECM outcomes were achieved.

In light of this need for EPs to measure the impact of their involvement, researchers aimed to explore assessment tools that could assess the YO prior to the EP's involvement and after their involvement to measure the impact of their work (Paylor, 2011). One such tool which was introduced in order to do this was 'Asset'. 'Asset' is a tool used in YOTs in order to identify the needs and risk-factors in a YO's life, identify whether the YO is a resister, persister or desister and to assess the impact of the professional's involvement (Annison, 2005; Case, 2006; Dugmore, 2006).

A study by Paylor (2011) identified that the primary function of Asset is that it is able to identify the needs of a young person so that this information can be used by the EP in order to ensure that the EP differentiates the support and interventions that they offer the YO. Asset would identify which YOs are desisters, resisters and persisters. Treating a YO who has offended for the first time in the same way as they would treat a YO who has persistently offended would not be appropriate as

these individual differences in offending behaviour have an impact on how the YO responds to certain interventions (Baker et al, 2002; Farrall, 1995; Paylor, 2011). The individual differences in the family circumstances and social contexts for persistent offenders is more than likely going to be very different to resisters or desisters (Farrall, 1995). Therefore any intervention completed with persisters needs to not only focus on 'within child' factors such as their cognitive ability and social skills, but also on environmental factors.

Taking this into account, some EP services not only offer basic services where they can work directly with a YO but they advertise on the Youth Justice Board website what support they currently provide to take account of the YO's context (YJB, 2012b). One EP service advertises their 'Supporting Parenting for Teenagers' focused on the parents of persistent offenders (YJB, 2012b).

Research has shown that Asset has also been used as a pre and post measure to EP involvement in an attempt to create concrete and measureable progress (Paylor, 2011). Although Asset has been used in YOTs by EPs to assess the outcomes of their work, a significant minority of EPs work on YOTs and therefore are less likely to use, have access to or have knowledge of the possible uses of Asset (Farrell et al, 2006; Ryrle, 2006).

When an EP works with a YO, although the ECM agenda would suggest that all agencies are working towards the same 5 outcomes, YOS services have additional outcomes that they are pressured to meet that are different to the outcomes set by school settings (Department for Education and Skills, 2001, 2004, 2007; Farrell et al, 2006). YOS staff are constantly battling to prevent reoffending and educational staff are trying to increase school attendance and academic achievement.

Neville and Lumley (2011) created a document that looked at how impact is measured when working with YOs. They identified how in recent years there has been an 'explosion of interest' in impact measurement amongst charities working with YOs due to outcomes-based commissioning (Neville and Lumley, 2011). They identified that although the charities were able to provide monitoring data about the YOs behaviour during the time they worked with them, they were unable to provide 'hard evidence' of their impact. They identified that the charities were not in agreement about which outcomes they should measure.

Neville and Lumley (2011) described how the charities found it very difficult to demonstrate their impact in line with Ministry of Justice outcomes. They reported how the government uses reoffending rates to measure impact. They explained how re-offending is defined by the Ministry of Justice as any offence committed and proven in court or by an out-of-court disposal within one year of a prior offence (Ministry of Justice Bulletin, 2011). Neville and Lumley (2011) explained how re-offending rates are usually analysed over a one-year period and this data is used to demonstrate the impact of a service or a particular professional or even to commission the involvement of a charity. The authors argue how measuring impact based on re-offending rates is inappropriate as re-offending is only part of the problem that professionals are tackling when working with YOs. The charities identified how they were also working on important aspects of the YO's well-being such as their confidence or attempting to strengthen relationships between the YO and their family.

Neville and Lumley (2011) described how, when charities are forced to work on an outcomes basis, a process of 'cherry-picking' occurred whereby YOs were chosen if they were perceived to be more easy to help and therefore more likely to achieve an outcome. They pointed out that professionals working with YOs have two choices in terms of measuring the impact of their work: the first is to measure hard outcomes such as re-offending rates or employment figures. The second is focused on more subjective outcomes such as self-esteem or the formation of relationships which are harder to measure. Although they created an argument that suggests the latter is the most effective method of measuring a professional's impact when work with YOs, they identified that conclusions have not been reached and this is still a topic for further debate and research.

Taking into account how the majority of services working with YOs are using re-offending rates to measure impact (Neville and Lumley, 2011), it is therefore essential that the EP has a clear understanding of the agendas of others and ensures that other services have a clear and realistic expectation of the role of the EP (Ryrie, 2006). Part of the EP's unique role is in educating the professionals at the YOT and school settings in understanding the impact of risk-factors on the YO's life (Ryrie, 2006). Measuring the success of the EP's work with YOs in terms of school-focused outcomes such as 'increased attendance' or YOS-focused outcomes

such as 'decreased reoffending' may be somewhat unrealistic and potentially unachievable.

The issue of how EP's measure the impact of their work with YOs is one that has not yet reached a conclusion. There are situations where it is possible to gain concrete and definite answers about the impact of the EP's work such as pre and post data about the YO's academic ability, attendance, self-concept etc. (Paylor, 2011). However, due to the chaotic lives and the risk and situational factors that impact on the YO which are out of the control of the EP, it is increasingly difficult for the EP to measure their impact with YOs using concrete measures (Neville and Lumley, 2011). Research that will be discussed in section 2.4 will explore how forming a relationship with a YO is something that can be very challenging but that is so important and needs to be done in order for any professional to be able to move the YO towards achieving goals or creating change (Glasser, 2000). Measuring the EP's effectiveness in forming a relationship with a YO is also something that has remained without a conclusion (Paylor, 2011). Research has looked at the idea that certain characteristics specific to the EP can have an impact on the EP's effectiveness in their work (Dennis, 2004; Farrell et al, 2006). Doctorate training programs have attempted to use HCPC standards to create a concrete method of measuring the traits, attributes and competences of their TEPs that must be achieved.

It is interesting that previous research has not reached a conclusion about how to measure the effectiveness of the work EPs do with YOs and how to measure the impact of their personal characteristics on this work. This might suggest that due to the risk factors and situational factors at play in a YO's life, finding achievable desired outcomes that can be used to measure the EP's effectiveness may be more difficult. There are well-documented links in research that explain how when working with YOs, the YOs are more likely than most YP to disengage, to fail to attend sessions and to reject the support of others (Farrell et al, 2006; Ryrrie, 2006). Some of these YOs are there as a result of being legally obligated to attend (Ryrrie, 2006). It could be suggested that focusing on the need for the EP to form a relationship with a YO would be more effective than focusing on concrete measurable change (Glasser, 2000).

Therefore, looking to explore the characteristics that may be necessary for the successful formation of a relationship with a YO may be the most effective way in increasing the EP's understanding and chance of forming a relationship with YOs. Measuring the impact of the personal characteristics of the EP however may be something that could be considered as subjective. This will be explored further in section 2.4 and subsequent sections.

2.4 Research Area 2 – The Working Relationship between the EP and YO

The previous section looked at the role of the EP and then specifically at the role of the EP with YOs. It aimed to identify, through the use of previous research, what work EPs have done with YOs. Throughout this exploration, the researcher discussed the EP's unique role and the difficulties in measuring the effectiveness of their work.

This section aims to look at the second research area of the working relationship between the EP and YO and to identify what characteristics are necessary for a relationship to be successfully formed between an EP and YO. The following figure (Figure 3) represents this stage of the literature research process:

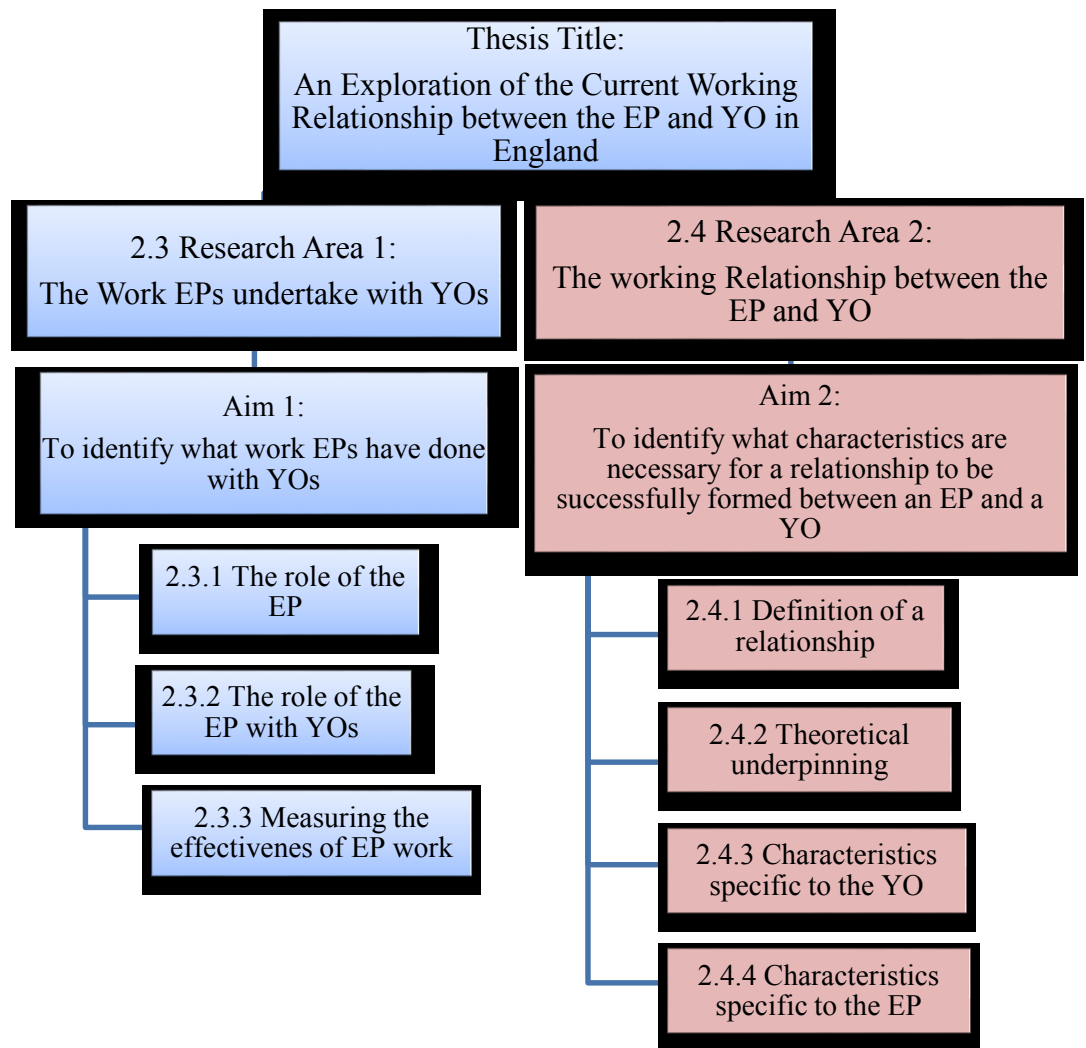


Figure 3: The literature research process for the second research area

When a YO is referred to an EP, this referral will come from either the YO's education setting or from the YOT/YOS (Farrell et al, 2006). Provided the EP works directly (in person) with the YO, regardless of whether this involvement is via assessment or therapeutic intervention, the EP will have to create some sort of relationship with the YO. Although the EP will form a relationship of some kind with all of the young people that they work with, the researcher will explore the literature with the intention of applying it to YOs. By doing this, the researcher aims to achieve the second aim of the current study that is to identify what characteristics are necessary for a successful relationship between an EP and a YO.

The researcher aims to explore the relationship between an EP and YO by firstly, in section 2.4.1, what is meant by a 'relationship' and also what is meant by a 'successful' relationship. The researcher will then move on to section 2.4.2 and

will look at the theoretical interpretation of the relationship between the EP and YO using Choice Theory (Glasser, 1998). In section 2.4.3, the researcher will explore risk-factors and the characteristics specific to the YO that impact upon the success of the formation of a relationship. Characteristics specific to the EP will be explored in section 2.4.4. The researcher aims to draw from the literature in these sections, the characteristics that have been identified as necessary for the successful formation of a relationship. The researcher will use additional studies to explore this topic area.

2.4.1 The Definition of a Relationship

Rogers (1958) defined a relationship as an interaction in which at least one of the parties has the intent of promoting the growth, development, maturity, functioning and coping with life of the other.

Within Rogers' (1958) explanation of his definition of a relationship, he pointed out that the term 'relationship', as he uses it, covers a number of different discrepancies but most importantly it covers the interactions between a physician and his/her patient, a counsellor and his/her client and more generally a helper and helpee. He made particular reference to 'educational counselling', 'vocational counselling' and 'personal counselling'. For the current study, the researcher felt it would be appropriate to use Roger's (1958) definition of the term 'relationship'. This links to the role of the EP, as part of the EP's role is to help and support through various methods, in order to promote the development, functioning and coping of others (BPS, 2013).

Rogers (1957) proposed six characteristics necessary for the successful formation of a relationship with a client. He proposed that a successful relationship could be 'guaranteed' if the helper and helpee possessed the following characteristics:

- The helpee is incongruent (vulnerable/anxious).
- That the helpee is in a psychological contract.
- The helper is congruent and integrated in the relationship.
- The helper demonstrates unconditional positive regard towards the helpee.

- The helper demonstrates empathic understanding and communicates this to the helpee.
- The communication to the helpee of the helper's empathic understanding and unconditional positive regard is to a minimal degree.

These characteristics, link to the role of the EP and the duties laid out by the HCPC (2013) which must be adhered to by EPs. The first duty in the HCPC (2013) guidelines demands that the EP acts in the best interests of the service users being respectful and non-judgmental. Rogers' (1957) third and sixth characteristic ties in well with this duty emphasizing the importance of empathy and unconditional positive regard.

Rogers (1957) emphasises the importance of both the helper and helpee. The third, fourth and fifth of the characteristics are related to the helper whilst the other characteristics are linked to the helpee's experiences and capacity to engage. Summarising the three characteristics specific to the client that Rogers (1957) identified as necessary for a successful relationship, one will find: empathy, unconditional positive regard and congruence (self-awareness and openness).

Based on the previous literature, the researcher proposes that as part of the EP's role, they need to form a relationship with a YO and in fact any client they work with (Dennis, 2004; Farrell et al, 2006; Glasser, 1998). Whether this relationship is formed for the purpose of a single encounter, or whether the relationship is formed and maintained over time, the researcher proposes that the creation of a relationship is essential (Dennis, 2004; Glasser, 2000).

An EP can form a relationship with another person from a single encounter such as during an EP consultation. A consultation can be conducted with a professional (to indirectly impact upon the YO) or directly with a YO. Based on a piece of small-scale research, Dennis (2004) describes the importance of the EP forming a relationship with the client during their consultation. Dennis (2004) identified how in a single consultation, the EP should form a relationship with the young person and the success of this relationship will depend on the personal characteristics of the EP. Dennis (2004) stated:

“The personal characteristics of the EP and the SENCo and the relationship the EP had with the school was said to be central to the successful implementation of a consultation model. Interpersonal skills of the EP, such as being open, honest supportive and easy to talk to, are said to be important.” (Page 22)

Dennis (2004) identified that there were characteristics specific to the SENCo that enabled the relationship that was created using a consultation model to be formed with the EP:

“A willingness to try things, take risks and learn from experiences” (Page 22)

Dennis’s (2004) research showed how SENCOs valued the relationships they formed with their EPs and how the personal characteristics of the EP and the client had an impact on the success of their consultations and therefore their formation of relationships. This finding identifies that the need to form a relationship with a client underpins the role of the EP. Supporting the views of Rogers (1958), Dennis (2004) proposed that in every relationship there are at least two individuals, both of which have an equal importance in the likelihood of a relationship successfully forming between them. Characteristics specific to the helper and characteristics specific to the client will have an impact on the formation of a relationship.

2.4.2 A discussion about the theoretical underpinning for the current thesis

In order to explore existing research on the relationship between the EP and the YO, it was felt that a theoretical underpinning needed to be identified that not only explored client-helper relationships in general (like that of Rogers, 1958) but that could be applied to relationships with YOs. Little research was found that explored the relationship between a helper and a YO (see Appendix 1), therefore the researcher chose to look at the theoretical underpinning that was used in the few studies that did. The majority of studies referenced Glasser’s (1998) Choice Theory as the theoretical underpinning behind their work (Glasser, 2000; Mottern, 2002; Wilder, 2004; Wubbolding, 2005). The researcher therefore chose to look at the work of William Glasser and his Choice Theory (1998).

In Choice Theory, Glasser (1998) claimed:

“The inability to relate or connect is a problem for everyone in our society. It is the root cause of marital, family, school, and workplace problems.” (Page 9)

He went on to suggest that:

“We are no better able to relate to each other at the end of the Twentieth Century than we were at its beginning. We have made great technical progress and some political progress. I defy anyone to identify any large group of people anywhere in the world that is relating better to one another now than it was at the beginning of the Twentieth Century.” (Page 9)

In Choice Theory, Glasser (1998) explained that all behaviours are chosen and that the person is driven by their genes to satisfy five basic needs: survival, love and belonging, power, freedom and fun. He suggested that the most important of the five needs is ‘love and belonging’ as the closeness with people we care about is required to satisfy all of our needs.

Glasser (1998) explored the relationship between two people and he identified that in order for a relationship to be successfully formed, certain characteristics are necessary of the helper. He identified seven caring habits that will support the successful formation of a relationship: supporting, encouraging, listening, accepting, trusting, respecting and negotiating differences. He highlighted seven deadly habits that will lead to the failure of forming any relationship: criticising, blaming, complaining, nagging, threatening, punishing and bribing or rewarding to control.

In an article in 2000, Glasser discussed how his theory which he believed can be generalised to all relationships, can also provide an explanation of relationships between a professional, and a young person who is violent or who has or is considering committing an offence. Glasser (2000) explained how if a young person is unhappy; they are more likely to demonstrate violent or delinquent behaviour. Glasser (2000) suggested that unhappiness, combined with the desire to punish others for the way that one feels, is the main reason why a young person produces violent/delinquent behaviour. He explained that it is not possible to predict why a young person will ‘lash out’ but that one can be certain that almost all unhappy boys have the potential to demonstrate violence.

Glasser (2000) talked specifically about educational settings and he related his Choice Theory to the relationships between the young person, their parents and school staff. He explained that in any school, there are many young people who are unhappy and not much is done in order to change this. He suggested that the key to reducing violent and offending behaviour is by increasing the young person's happiness and reducing the number of unhappy students thus demonstrating the importance of a professional forming a relationship with such a young person.

Glasser (2000) produced a small-scale study of two groups of young girls from a Youth Authority Facility. The first group of girls was identified as those who have demonstrated violent offending behaviour. The second group of girls was identified as those who were most in touch with what was going on in the school. This group knew who the girls who were significantly 'unhappy' were and they knew the reasons for this. Looking critically at this study, Glasser (2000) did not identify his sample size although it is described as small. With a small sample size it is not possible to generalise his findings, however his application of Choice Theory to explain the unhappiness of the young girls is very interesting and relevant to the current research thesis.

Glasser (2000) talked about his relationship with the girls as a helper and how his relationship with them was different to the relationships they had with other adults and professionals within the education, home and criminal justice settings. He explained how the other professionals measured the success of their relationship with the young people in terms of outcomes that were usually externally measurable and educational or criminal justice driven. He explained that the other adults had a focus on punishment and the young people were always in a state of having to prove their innocence. He highlighted that the purpose of his involvement with the young girls was not as a police officer or someone focused on outcomes, it was simply to help them by creating a relationship with them. He explained that when working with young people who are violent or who have demonstrated delinquent behaviour, the role of the helper should not be as someone who seeks out and punishes wrong-doers. He explained how recording information about a crime they had committed or were planning to commit was not part of his

role; his role was purely about forming a relationship with them (Glasser, 2000). He specifically stated:

“The only way I can prevent violence or any other undesirable behavior is to build a strong satisfying relationship with the unhappiest students and with the students who can help me find them. I cannot overestimate the importance of doing this.”(page 79)

Glasser (2000) suggested that the characteristic that all of the young people in his study shared was the lack of relationships formed with warm, caring, responsible adults. He identified that the job of a helper and the key, most important part of their role is to be *that* adult for the young person. He explained that the success of any intervention or piece of work depends on how well the adult is able to do this.

Relating this to the role of the EP working with YOs, Glasser (2000) would suggest therefore that the outcome or measure of the success of any relationship with them is the formation of the relationship itself. The EP must first aim to form a relationship with a YO. It is only then that they will have a significant chance in achieving any other outcomes. Whether the relationship is positive is irrelevant. The researcher uses this as the key theoretical underpinning of the current study.

For the purpose of this thesis, a relationship is therefore described as ‘successful’ if the EP perceives that the relationship was successfully *formed* regardless of any other outcomes.

Section 2.4.1 defined a relationship and 2.4.2 identified how Choice Theory (Glasser, 1998) was used as the theoretical underpinning of this research. These sections identified the importance of the EP forming a relationship with YOs. The research by Rogers (1958), Dennis (2004) and Glasser (1998) identified that in every relationship there are at least two individuals, in this case the EP and YO, and these two individuals can have an impact on the successful formation of the a relationship. Taking this into account, section 2.4.3 will look at the characteristics specific to the YO and section 2.4.4 will look at characteristics specific to the EP that impact on the successful formation of a relationship. The literature identified that certain characteristics specific to the YO that impact on the formation of a

relationship may come about due to risk-factors in the YO's home, school and peer environment. These will be discussed in section 2.4.3.

2.4.3 A discussion about the characteristics specific to the YO that may have an impact on the successful formation of a relationship

Taking the research of Glasser (1998, 2000) into account, the researcher proposes that the formation of a relationship between an EP and a YO is essential and it is a key aspect of the role of the EP. As described in the researcher's personal reflexivity it can sometimes be unrealistic or unachievable to set concrete targets and outcomes when working with YOs. This difficulty makes the role of the EP working with a YO additional and different to their general role when working with all young people. For YOs, there are risk factors that constantly impact on their lives. Setting an outcome such as 'preventing the YO from reoffending' might not be realistic due to the external risk factors that cannot be controlled by the EP.

Looking back on Glasser's (2000) research, he called on the research of Resnick, Bearman, Blum, Bauman, Harris, Jones, Tabor, Buehring, Sieving, Shew, Ireland, Bearinger and Udry (1997). Resnick et al (1997) created a cross-sectional analysis of interview data from the National Longitudinal Study of Adolescent Health. They had adolescent participants (N=12118) from Year 7-12 drawn from an initial school survey of adolescents (N=90118) from 80 secondary schools. They aimed to identify the risk and protective factors at the family, school and individual level. They found that parent-family connectedness and perceived school connectedness were protective factors against all health-risk behaviours.

Although Glasser (2000) claimed that the creation of a relationship with a warm, caring, responsible adult was the main protective factor to offending or reoffending behaviour, the study from which he draws this conclusion did not identify this as the only protective factor. They identified factors such as the ease of access to drugs and alcohol and characteristics such as the physical appearance of the young person (appearing 'older than most'), low academic ability, parental expectations and parental views all as having an impact on the chances of risky or offending behaviour. What Glasser (2000) does point out which was validated by the research

of Resnick et al (1997) is that two groups of people can prevent adolescents from harming others and themselves: Parents and teachers, two groups of adults whom the EP is able to work with as part of their fundamental role.

Glasser stated that his biggest success with his participants was:

“I was able to convince them that I did not want to punish them, I only wanted to get to know them and to help them”. (page 80)

He explained that for once, an adult working with them did not have any desire to punish or blame them but that they wanted to just support them when they were unhappy. This was an approach he felt that these adolescents were not used to and it was the key factor in his success in developing a relationship with them. Relating this to the role of the EP, Glasser’s (2000) Choice Theory appears quite prescriptive and relevant to EP practice and provides direction for how EPs could work more effectively with YOs. Part of the EP’s role when working with YOs is therefore focused on creating a relationship with them. The EP needs to do this prior to considering achieving or working towards any other goals such as assessment or intervention.

As Resnick et al (1997) suggested there are factors that can impact on the young person’s life which the professional cannot control. The EP is in a unique position to work across the different systems in the YO’s life (school, home, community, YOS) to try to support the YO against all of these factors and educating those around the YO to decrease their negative influence and to increase their level of support. Without the creation of the relationship in the first place the EP will be unable to work towards preventing the additional risk-factors from impacting negatively upon the YO. Resnick et al (1997) identified that there were certain characteristics that impacted on the YP taking part in offending behaviour. Glasser (2000) identified that the emotional well-being of the young person would have an impact on their behaviour and that the formation of a relationship with a warm and responsible adult is important and that it would help. A lot of research has looked at the likelihood of the young person going on to offend or reoffend, but less research has looked at characteristics specific to the YO that impact on their ability to successfully form a relationship with the professionals around them.

Studies have looked at the characteristics necessary for successfully forming a relationship with a YO and they have identified how sometimes, due to the YO's age or developmental stage, the YO may be unable to engage in a relationship (Dahl and Spear, 2004; Steinberg, 2004; Strauch, 2003).

Research by Bessant (2008) looked at the neurological science of the 'adolescent brain' and she explained how it is a 'well-known fact' that the adolescent brain is different to an adult brain (Dahl and Spear, 2004; Steinberg, 2004; Strauch, 2003). She described how the human brain is not fully developed until the person reaches their early twenties (Reyna and Farley, 2006b) and how the brain is continuously developing through adolescence. Bessant (2008) recommended that, due to such differences, the government should look more closely at the age at which adolescents should be allowed to drink alcohol, vote and drive. Bessant (2008) went on to explore neuroscience research further, describing how brain development continues throughout adolescence, specifically in the frontal lobe cortex. Bessant (2008) explained how this has a direct impact on the adolescent's ability to take part in executive decision making, to make judgements and to exercise self-restraint, drawing links to the higher incidence of adolescents getting into trouble with the law. Supporting research by Spear (2000), Bessant (2008) explained how the frontal lobes contain the capacity for a person to 'do the right thing' and reflect on their behaviour.

This research on the 'adolescent brain' suggests that adolescents may not 'be ready' to take part in more adult or complex thinking processes which will impact on the likelihood of them offending and reoffending (Bessant, 2008; Spear, 2000). This research validates the idea that the role of the EP when working with YOs needs to be specific and completely understood at the time of referral or initial consultation with the concerned parties. An EP needs to, and is in a unique position to, use an evidence-base such as this to discuss and agree achievable outcomes with other professionals involved (such as the YOT professionals or educational staff) prior to involvement with a YO. If research by Bessant (2008) and Spear (2000) for example are to be accepted, setting a target of ensuring the YO does not reoffend could be deemed as unachievable if there is a neurological explanation that suggests the YO may not be biologically 'ready' to make such complex decisions (Bessant, 2008; Spear, 2000).

This research could be applied to the understanding of the relationship between the EP and YO, supporting Glasser's (1998, 2000) views that it would be inappropriate and unhelpful for the EP/helping professional to focus their role in the relationship with a YO on punishment and judging their behaviour. This research could suggest that due to the characteristics specific to the YO, such as their age and neurodevelopmental stage, their ability to form a relationship with the EP based on preventing reoffending might not be possible. One would therefore assume that there may come a point in a YO's life where they may be 'ready' to engage in a relationship which could have an impact on their choices and self-restraint.

There has been research that has looked at the 'age crime curve' (Kazemian, 2007) which suggested that there is a 'peak age' of approximately 14 to 15 year olds for carrying knives and guns (Beinart et al, 2002; MORI, 2003) suggesting that the age of the young person is an important factor in determining their offending behaviour.

Maruna (1997) proposed that YOs were more likely to desist from offending behaviour when they had reached an age where they were able to develop a coherent, pro-social identity for themselves. The YO needed to be able to see themselves as in control of their futures and to reflect and make sense of their past experiences and it is at this point that it is most likely that they can successfully form a relationship with a professional.

Giordano et al (2002) found that YOs needed to have a 'general cognitive openness to change', be exposed to turning points in their lives, view offending behaviour differently and envisage a better, new 'self'. The 'openness to change' was also proposed by other researchers and it was identified that YOs needed to reach an age where they could enter a period of reflection, in conjunction with an opportunity to change (such as working with a professional) (Cusson and Pinsonneault, 1986; Farrall, 2002; Giordano et al, 2002).

Relating the findings of these studies to the relationship between the EP and the YO, it is possible that the YO's age and developmental stage may have an impact on the chances of the successful formation of a relationship with a YO. There may come a point, where the YO is 'ready' for one reason or another, to allow the formation of a relationship with a professional.

Studies have also identified how disruptions in a child's attachment to a caregiver or a significant other can have an impact on the young person's ability to form relationships with others later in life (Howe et al, 1999).

Within Glasser's (1998) Choice Theory, he explains how humans have five basic needs: survival, love and belonging, power, freedom and fun. He suggests that the most important of the five needs is 'love and belonging' as the closeness of a relationship with people we care about is required to satisfy all of our needs. His discussions around this draw heavily on the ideas proposed in Attachment Theory although he does not make specific reference to it.

Attachment theory suggests that a young person is typically affected by the nature of their relationships with their primary caregivers (Howe et al, 1999). Where children fail to form a secure attachment with their primary care giver, this can have harmful effects upon their social and emotional development (Bowlby, 1984; Glasser, 2000).

According to Fonagy (2003), when children are growing up, instinctual violent behaviours are suppressed when there is a secure attachment to a care giver who teaches them that this behaviour is negative and unacceptable. The presence of a consistent and non-violent caregiver helps the young person to develop non-aggressive behaviours (Walker-Barnes et al, 2004) and decreases the possibility that they will go on to offend. The loss of this consistent caregiver can impact upon young people differently, depending on their age and stage of development – the younger the person, the less likely he or she is to learn alternatives to aggressive and negative behaviour (Bowlby, 1984; Utting et al, 2006).

Fonagy (2003) proposed that violence is unlearned, not learned. Understanding the development of violence as a failure of the typical developmental process allows us to reconsider what we know about risk. Among the important evolutionary purposes of attachment is socialization of natural aggression. A study by Nagin and Tremblay (2001) looked to identify early predictors of physical aggression trajectories in boys aged 6 to 15 years (N=1037). Using logistic regression analysis they found that as children get older, the frequency with which they resort to physical aggression decreases. A study by Shaw et al. (2003) subsequently identified that physical aggression peaks at around the second year of a child's life.

Findings such as these have shifted the emphasis of the developmental understanding of violence from discussions around how human aggression is acquired, to an acceptance that violence signals the failure of normal developmental processes to deal with something that occurs naturally.

Hart (2010) suggested that YOs are more likely to have had a range of damaging experiences in childhood which may have resulted in an insecure attachment (Allen, Hauser and Borman-Spurrell, 1996; Bartholomew and Horowitz, 1991; Brisch, 2009). Hart (2010) suggested that attachment difficulties experienced by YOs have considerable implications for their ability to engage and to successfully form a relationship with others. The YO who has experienced loss of attachment may seek it in other ways: through gangs or, more positively, through a professional trying to develop a relationship with them therefore highlighting the importance of the YO forming a relationship with a professional (Young et al. 2007).

YOs who develop good attachments to school, who form positive relationships with professionals or who understand the benefits of educational achievement, are less likely to take part in or continue with offending behaviour (Smith, 2006b; Utting et al, 2006). The use of mentoring or role models could prevent YOs from reoffending even when they experience significant peer pressure (Smith, 2006b; Utting et al, 2006). Glasser (2000) suggests that for a young person who is violent or who has offended, the helper needs to take on this role of positive role model and be the warm and responsible adult that the YO is missing. Relating this to the role of the EP with YOs, the EP needs to ensure that they take on a role as a positive role model, demonstrating characteristics that would support this position. This could be a characteristic perceived as necessary for the successful formation of a relationship with a YO.

Sampson and Laub (1993) proposed that changes in individual relationships are key to understanding engagement in offending behaviour. Key events can trigger changes in a YO's pattern of offending. Whether or not a relationship is formed with a YO, can have an impact on their offending behaviour. The YO can perceive a life event as a 'way out' (Giordario et al, 2002).

Hart (2010) stated that these difficulties are due to unconscious processes that professionals need to understand. He emphasised the importance of professionals understanding and taking account of attachment difficulties and responding differently in such cases, focusing interventions on the factors that would give the YO positive attachment experiences (Perry, 2009; Rose, 2002; Taylor, 2010). It is known that attachment disorders can lead to anxiety, feeling a lack of trust of others and can lead to the YO feeling the need to be in control (National Children's Bureau, 2006). All of these characteristics that are specific to the YO will have an impact on the chances an EP has of forming a successful relationship with them.

This could be seen to be part of the unique aspect of the role of the EP working with YOs, applying effectively his or her psychological understanding of attachment theory to their work. When working with such YOs, the importance of giving them a 'voice' in order for them to become more active partners in the work done with them is essential to decrease the chances of disengagement (DfES, 2004). Without giving them this 'voice', disengagement and refusal to form a relationship is likely as the YO's involvement is not valued and they may feel rejected, thereby creating inequality in the relationship (DfES, 2004). Part of the role of the EP when working with YO's with attachment difficulties is to ensure that they educate other professionals about the psychological understanding behind attachment theory, that this is not just a 'naughty child' but a child who is heavily influenced by their past and childhood experiences (National Children's Bureau, 2006).

Glasser (1998) would suggest that a helper, working with a client who has experienced broken or negative attachments, should take into account these difficulties and ensure that they do not demonstrate any of the 'deadly habits'. Glasser (1998) explained how the helper is unable to control the behaviours, thoughts and feelings of the client, but with demonstrating characteristics such as consistent, reliable and non-judgmental support, the client will begin to understand and gain a template for a secure attachment and ultimately a relationship. The interactions do not have to be pleasant and the client does not have to like the helper in order for the relationship to be successfully formed (Glasser, 1998).

Research has looked at the attachment styles of YOs and it has offered some compelling insights in terms of describing how a YO's empathy is developed and their mood is regulated (Ansbro, 2008). The research suggests that when there are disruptions in the YO's development this will impact on their ability to form relationships as they progress through life. As a result of attachment difficulties, the YOs are more likely to have experienced a number of failed relationship attempts (Ansbro, 2008).

By the time the YO reaches the age of ten (the youngest age to be identified as a YO), they may have experienced a significant amount of failed relationships. There is a view that due to attachment difficulties, YO's may have used delinquent, aggressive and disruptive behaviours as a function to secure the attention of caregivers, but there is another view that these behaviours serve as a reflection of perceived rejection from parents (Moretti, Da Silva and Holland, 2004; Moretti et al, 2005). When the EP embarks on attempting to form a relationship with the YO, it is likely that this 'reflection' of previous feelings of rejection can occur and may negatively impact upon the EP's chances of successfully forming a relationship with them (Fredrickson and Branigan, 2005; Leventhal, 1984). This process of 'reflection' of feelings is called 'transference' (Leventhal, 1984).

A relationship can also fail when the helper feels there is a potential threat or if they are made to feel anxious in the presence of the YO (Leventhal, 1984). When working directly with a client, the helper might feel rejected, for example, but this feeling might actually be the result of the YO feeling rejected by professionals with whom he or she has worked previously (Kernberg, Selzer and Koenigsberg, 1989). This process of a transference reaction of the psychologist towards the client is called 'countertransference' (Gottman, 1994; Jacobson and Christensen, 1996; Kernberg et al., 1989).

It could be seen that for young offenders, the psychological impact of parental rejection may be transferred within a working relationship with professionals trying to support them (Bushman et al, 1998). Young offenders are particularly susceptible to interpersonal rejections or threats, and these may trigger aggressive behaviours (Bushman et al, 1998; Glasser, 2000). These feelings of rejection can be felt by the EP through transference and then mirrored back to the YO by

countertransference – leading to the breakdown of or failure to form a relationship (Gottman, 1994; Jacobson and Christensen, 1996).

Glasser (1998, 2000) incorporated the ideas behind attachment theory and described them in his own words in his Choice Theory. Relating Choice Theory to the work of EPs, one of the characteristics necessary in creating a relationship with any young person and part of the EP's fundamental role is the importance of developing trust. Their role when working with YOs is additional and unique as they need to take into account the YO's previous experiences. The YO is likely to have experienced a turbulent past (not always) and it is likely that they may have experienced a number of other professional who may have left them feeling rejected (Glasser, 2000; Ryrie, 2006). They may have felt rejected from their families, their school and the community.

2.4.4 A discussion about the ways EPs measure their contribution

In the majority of Services, the way that change is measured is usually by having a pre-assessment prior to an intervention and a post-assessment after the intervention is complete (Ajmal and Rees, 2001; Durrant, 1993; Redpath and Harper, 1999; Rhodes and Ajmal, 1995). By doing so, one is effectively measuring the impact of the intervention on different factors such as the YO's self-esteem, reoffending rates, school attendance or academic achievement, for example. When measuring impact in such a way, one is assuming, firstly, that it is the intervention that is the key element for creating change and secondly that, regardless of who administers the interventions, there should be no individual differences between EPs. In reality, it is not possible to control the variable of the individuality of each psychologist and the influence of risk factors impacting on the YO's life can make any involvement by an EO difficult to measure using concrete outcomes (Calla, Stahl, Reme and Chalder, 2011).

Although a successful outcome, e.g. increased attendance, could be obtained without a positive relationship between the EP and the YO (the YO liking the EP) (Orlinsky, Ronnestad and Willutski, 2004) this thesis aimed to explore those

characteristics that EPs perceive to be necessary for the successful formation of a relationship, irrespective of outcome (Orlinsky, Ronnestad and Willutski, 2004). The reason the researcher decided to focus on the characteristics that might lead to a successful formation of a relationship rather than a successful outcome, is that the outcome of work with a YO is regularly measured in Youth Offending Services by whether or not they go on to reoffend (Hall, 2003; Neville and Lumley, 2011). Using reoffending rates, for example, to measure the success of a relationship does not take into account additional risk and situational factors that might impact on whether the YO reoffends therefore rendering such a goal as potentially unachievable (Neville and Lumley, 2011; Widom and Maxfield, 2001).

As pointed out by Glasser (2000), the actual formation of a relationship with a YO is the goal or the desired outcome: the relationship itself is the 'success' of the involvement of the psychologist. As a critical realist, the researcher proposes that the perceived 'relationship' between the EP and the YO is the aspect of the research which is not externally observable and cannot be accurately measured using concrete or quantitative data. It is a perception, a reality, held by the EP, which can be identified only by the EP and explored qualitatively. Therefore if the EPs in this study perceive that they have successfully formed a relationship with the YO they have worked with; the researcher does not intend to measure or prove the existence of this relationship. The researcher does however aim to explore what characteristics the EPs perceive, within their reality and perception of their relationship, to be necessary for the successful formation of a relationship with a YO.

The characteristics that the EPs perceive to be necessary for the success of a relationship are also subjective in that they are not necessarily concrete and measurable. Like the formation of a relationship, the researcher does not attempt to measure or prove the presence of certain characteristics; the researcher will take the views of the EPs and will identify themes across their answers.

Looking at the individual differences between psychologists, research from Lambert (1992), for example, suggested that more research is needed that focusses on the individual helpers, in an attempt to try to isolate particular and specific characteristics that are necessary for a successful formation of a relationship.

Lambert (1992) reported that he found that even when helpers followed strict instructions prescribed in the manuals of certain treatments to ensure practice consistency, there still appeared to be considerable differences between the successes of forming helper-client relationships. Luborsky et al. (1997) completed a study with a sample of twenty-two therapists and seven patients (N=29). Their results found differences in the quality of the relationship which could not be explained by differences in client background or severity of symptoms. They suggested that some of these differences were a consequence of the quality of the helpers' interaction with their patients and characteristics specific to the helper.

Relating this to the relationship between EPs and YOs, as previous research has identified how YOs may have manifested feelings of rejection, anxiety or a strong sense of mistrust of others, the EP would need to demonstrate characteristics additional to their general role (Ansbro, 2008; Moretti, Da Silva and Holland, 2004; Moretti et al, 2005). Within their general role working with all young people, EPs should demonstrate honesty and unconditional positive regard (Dennis, 2004). Their unique role when working with YOs however, is understanding how these characteristics must be emphasised, highlighting to the YO that, unlike other professionals and adults the YO may have experienced, the EP is not there to punish, seek to extrapolate information or to judge them, but simply to form a relationship with them in order to help them (Glasser, 2000). It could be suggested that EPs who are more successful in doing this may be more successful than other EPs at forming a relationship with a YO.

In Dennis' (2004) research, looking at the characteristics of an EP necessary to create a successful relationship during consultation, she identified the need for the EP to use interpersonal skills such as being open, honest, supportive and easy to talk to. Dennis (2004) suggested that the more familiar the EP to the setting, the more successful the relationship. She proposed that these characteristics, together with the EP's acceptance by the staff, were necessary for the successful formation of a relationship. Dennis (2004) also looked at the characteristics relating to the client and identified that a willingness to try things, take risks and to learn from experiences impacted on the success of a relationship.

When looking for existing research that explores which characteristics are necessary for the successful formation of a relationship between the EP and YO, it becomes apparent that the research exists predominantly in the form of studies used to inform counsellors and other helpers/therapists (Frank, 1973; Lambert, 1992). While this research is not specific to the Educational Psychologist, some of the EP's work can be seen to be similar to that of these 'helpers' (e.g. counselor, therapist etc.) when working directly with a young offender, in terms of the need to establish a relationship with a client (McLeod, 1998).

The role of the EP is not as a counsellor, a therapist, a 'super' teacher or as a clinical practitioner (Mackay, 2007). One of the unique aspects of their role is that they are able to adopt an eclectic, flexible and wide-ranging way of working to take on aspects of all of these roles (MacKay, 2007). They are in a unique position to be able to, and are suitably qualified for, the use of therapeutic methods to provide therapeutic support, to use educational assessments to determine the YO's academic ability and they can cognitively and developmentally assess the level or stage that the YO is functioning at (MacKay, 2007). They can take a 'helicopter view' of a YO's situation and assess what approach the YO would benefit from. Therefore, the theoretical pluralism pervades the profession, giving rise to the need for professionals to share knowledge and understanding (McLeod, 1998). It is therefore deemed appropriate to draw on theory and research from therapeutic, counselling, educational practice, clinical practice, as well as that specific to the EP and YO, in order to inform the current study. As this is an under-researched area in educational psychology, drawing on the research from other practices is important in order to create a sufficient literature review.

Bandura (1956) was one of the first theorists to identify the importance of the characteristics of the helper in having an impact on the success of a relationship. He explained that the more anxious the helper, the more likely supervisors were to judge them as less competent. Bandura (1956) explored the importance of the helper displaying characteristics such as social ease, suggesting that it inspired more confidence in their clients.

Rogers (1958) created a discussion paper that looked at a number of different studies that were relevant to his time, in order to inform his work and to identify

characteristics that are necessary for the successful formation of a relationship between a helper and a client. One of the studies was by Baldwin, Kalhoun and Breese (1945) which identified 'acceptant-democratic' characteristics as necessary for a successful relationship. Baldwin et al (1945) reported the necessity of characteristics such as increased IQ, increased originality, emotional security, increased self-control and decreased excitability.

Rogers (1958) reported research from Whitehorn and Betz (1956) who investigated characteristics such as the different working styles of physicians engaged with schizophrenic patients. Comparing two groups of physicians, the study found that the physicians who had achieved successful relationships with their patients had been those who had seen the patient in terms of the personal meaning that their behaviour had for the patient, as opposed to seeing them as a case history of descriptive diagnosis. These physicians created personal and specific goals tailored to each participant's personality rather than generic ones tailored to 'cure the disease'. This group of physicians was more likely to have created characteristics such as 'trust' in the relationship and 'confidence' from the patient towards the physician (Whitehorn and Betz, 1956).

Rogers (1958) went on to look at the research of Heine (1950), who studied individuals who had completed a course of psychotherapy. Although the type of therapy each individual had received differed, the individuals reported similar characteristics that they found had been necessary to successfully form a relationship. Heine (1950) reported that the individuals identified characteristics such as the need for trust, being understood, to feel in control and that the therapist was open and honest. The individuals reported that they found that characteristics that did not promote the successful formation of a relationship were demonstrated when therapists showed lack of interest, they were being distant or being over-sympathetic towards the client's situation.

Fiedler's (1953) research identified further characteristics necessary for the successful formation of a relationship such as: an ability to understand the client's meaning and feelings; being sensitive to the client's attitudes; demonstrating a warm interest but without any emotional over-involvement. Dittes (1957)

concluded that there was a need for the helper to demonstrate that they liked and respected the client and the client needed to feel accepted.

Rogers (1958) identified the necessity of characteristics such as acceptance, being democratic, the helper personalising the therapy to the client and setting personalised and specific goals. The importance of trust, confidence in the therapist, and the client feeling understood and in control of the sessions were also highlighted. The need for the helper to be sensitive, demonstrating a warm interest and making the client feel respected and liked were also characteristics perceived as necessary for the successful formation of a relationship.

Other theorists looked at the necessary characteristics for the successful formation of a relationship. Strong and Dixon (1971) put forward the idea that in the first stages of building a therapeutic relationship, helpers need to establish themselves as being 'attractive', 'trustworthy' and 'expert'. The notion of being the 'expert' is a characteristic that research has suggested can be helpful in establishing a helping working relationship (Strong and Dixon, 1971). LaCrosse (1980) however, looked at 'expertness', 'attractiveness' and 'trustworthiness' and concluded, that although there appeared to be a positive correlation between such characteristics and a successful relationship, it is hard to measure whether the characteristics were the vehicle for the successful formation of a relationship. They discussed the subjective nature of personal characteristics and the difficulty in measuring them. They explained how they were unable to measure the presence of these personal characteristics in concrete and quantitative terms and they felt it would be very challenging to isolate the reasons for the successful formation of a relationship being solely down to the personal characteristics of the helper. They also discussed the difficulty in attempting to identify which characteristics were more or less important or necessary than others.

Looking back at Choice Theory, Glasser (1998) looked at characteristics specific to the helper and how these may be subjective in nature. He described how a 'quality world' exists for each person which consists of their total outlook and understanding of the world and how it relates to them. This 'quality world' incorporates the person's religious and cultural values. Glasser (1998) suggested that for each person, a 'comparing place' exists where they compare and contrast

their real-life experiences to their 'quality world'. Glasser (1998) suggested that humans behave in as best a way as possible to keep their behaviours in line with their 'quality world'.

Relating this to the role of the EP with YOs, EPs need to be aware of the YO's cultural and religious values and assess the impact of these on their behaviour. Glasser (1998) would suggest that if a person's behaviours are out of line to their quality world, the YO will experience unhappiness and turmoil. It is this unhappiness and turmoil that can influence a YP to go on to offend or reoffend (Glasser, 2000).

Other researchers have looked at this view of the turmoil experienced when the behaviours of young people do not match up with their cultural and religious values. Vontress (1979, 1988, and 1996) suggested that one of the most important characteristics of a helper, that is necessary for the successful formation of a relationship, is 'to demonstrate empathy' towards the client's human struggle in the world. Wade and Bernstein (1991) explained how the helper needs to be 'culturally sensitive' when working with clients from different cultural backgrounds to themselves and that this is an essential characteristic in facilitating the creation of a relationship.

Research has identified that part of the role of a helper in a working relationship is the ability to demonstrate cultural competence and an understanding and acceptance of the religious values and cultural beliefs of others. For example, Thompson et al (2002) conducted a study involving (N=106) graduate student counsellors. They attempted to look at the relationship between the Five-Factor model of personality traits (Digman, 1990) and Universal-Diverse Orientation (UDO) (Miville et al., 1999) in counsellor trainees. The Five-Factor Model, otherwise known as the Big Five, lists five personality traits: openness, conscientiousness, extroversion, agreeableness and neuroticism. UDO is a construct that identifies how accepting an individual is of the similarities and differences amongst others (Miville et al, 1999).

Thompson et al (2002) found a significant relationship between UDO and one of the Big Five traits (openness). They suggested the importance of the helper demonstrating cultural competency in order to successfully form a relationship.

This is an important finding that might suggest the need for an EP to demonstrate cultural competency. They put forward that the more willing the helper is to explore other cultures; the more likely they are to form a relationship with clients from different cultures. Thompson et al (2002) broke down the personality trait 'openness' that had been the characteristic to yield significant results, into six facet scales: openness to aesthetics, fantasy, feelings, actions, ideas and values. Looking at the six facets of openness, the openness to aesthetics, to appreciate beauty and art (Costa and McCrae, 1992) appeared to yield the most significant results.

In light of this finding, Thompson et al (2002) suggested that the more 'creative' a helper is, the more likely they are to understand their clients in terms of their similarities and differences (Langer, 1989). It must however be identified that this finding should be interpreted with caution as it appears the researchers may have used research by Langer (1989) on 'creativity', a personality trait in itself, to interpret their results. As Thompson et al (2002) measured 'openness to aesthetics' and then extrapolated research on 'creativity' to interpret their results, this may invalidate this particular finding or make their evidence-base questionable.

The researchers found that the second strongest predictor to creating a successful relationship was 'openness to values' whereby the helper has been identified as willing to explore clients' cultural, religious, political and social values (Costa and McCrae, 1992).

Looking through the methodology of Thompson et al. (1992) study, their sample included 1% Asian, 7% African American, 8% Native American, 21% Latino and 63% Caucasian graduate trainees, 86% of which were female. Not only was their sample collected in the United States, but there appears to be a large gender and racial bias, not necessarily reflecting the English counselling or Educational Psychology profession.

The methodological procedure used in this study revealed how the researchers had handed out their questionnaires at the end of the students' lessons at university. Some of the participants were reported to have completed the questionnaires in class and others took them home to complete, returning them to the researcher the following day. The limitations with such a procedure may have increased the existing limitations of using questionnaires, as some of the participants may have

included demand characteristics having had a longer period of time to think about and complete their questionnaire. Having to then submit their questionnaires face-to-face with the researcher may have had an impact on how honest they had chosen to be with their answers.

Not only have studies such as Thompson et al (2002) identified the importance of helpers demonstrating cultural competency, legislation has supported this. The Education Reform Act (DfE, 1988) for example states that, within education, an educational professional must promote the spiritual, moral, cultural, mental and physical development of all young people. Educational professionals are required to be culturally competent: attending to the spiritual needs of each young person (OFSTED, 2004). Duff (2003) explained that part of the role of educational professionals is to exhibit cultural competency for developing young people's spirituality and therefore their self-knowledge. Wright (1997) explained that, in the majority of cases, this cannot be done by professionals without demonstrating the characteristic of 'acceptance' of the need to explore religious context. Webster (2004) put forward that professionals need to take a holistic approach to spiritual development in order to be more inclusive and relevant to young people from diverse religious and non-religious backgrounds.

Another necessary characteristic that has been identified as being necessary for the formation of a relationship is the importance of listening to the spiritual views of young people has been identified (Gersch, 2001; Gersch, Moyse, Nolan and Pratt, 1996). Like in Choice Theory (Glasser, 1998), it has been suggested by Gersch (2000) that the behaviour and choices of young people are influenced by their spiritual views and beliefs. He identified that a significant number of young people show an interest in spiritual and metaphysical questioning, leading them to link spirituality with positive feelings (Gersch, 2000). These young people are motivated by the meanings they attach to their lives and behaviour (Singleton et al., 2003).

Given the importance of spiritual questioning and understanding, EPs need to incorporate this into their practice and within their role (Gersch et al, 2008). When working with young people, EPs need not only to use 'spiritual questioning' but they need to take account of the cultural differences of each young person. Each

culture and religion possesses different spiritual values and beliefs and these need to be acknowledged (Gersch et al, 2008).

The HCPC (2012) standards for practising psychologists, takes the finding of researchers such as Thompson et al (2002) into account by identifying the need for EPs to demonstrate ‘cultural competency’, explaining how EPs must practise in a non-discriminatory manner and must understand the influence that cultural and community contexts can have on a young person’s life. The need to demonstrate ‘cultural competency’ is therefore a professional requirement (HCPC, 2012).

The Youth Justice Board also looked at the importance of cultural competency as a characteristic that is necessary for a successful relationship with a YO (Werrington, 2009). In the Independent Monitoring Board’s inspection report into the Werrington YOI, commendations were made praising the impact of the traits, attributes and competences all staff (including the Educational Psychologists working with the YO’s in the Institute) on the success of the formation of relationships with the YOs (Werrington, 2009). The inspection report noted how the professionals also demonstrated characteristics such as ‘respect’ and ‘patience’ when working directly with the YOs.

The YOs suggested that use of ‘equality’ was one of the characteristics that led to the successful formation of relationships between them and YOI staff (Werrington, 2009). The inspectors made reference to the necessity of demonstrating racial equality and how staff successfully demonstrated this, instilling confidence, for example, in the Muslim YOs. The YOs reported feeling safe and feeling that the professionals had demonstrated that they were there to support and be trusted (Werrington, 2009).

The inspectors went on to identify further characteristics that were necessary for the successful formation of a relationship, reporting how staff adopted a positive approach to their work, setting good examples for the YOs. The inspectors reported the use of unconditional compassionate understanding by staff towards the YOs and a genuine appreciation by the YOs of the atmosphere and courses/programs created by staff (Werrington, 2009).

Additional research has looked at the need for unconditional compassionate understanding and has also highlighted the impact of characteristics specific to the appearance of the helper (Harrison, 1975; Sue, 1977). Externally observable characteristics such as age, gender, ethnicity and socio-economic status affect the process and success of forming a working relationship (Kaschak, 1978; Kirshner, Genack and Hauser, 1978; Simon, 1973; Simons and Helms, 1976).

Research has identified links between the appearance of the helper and the client's perceived sense of a common value system (Arnes, 2004; Byrne, 1971). Research on racial/ethnic matching between the helper and a client suggests that this matching could result in a higher possibility of the successful formation of a working relationship (Harrison, 1975; Sue, 1977). Berschied, Dion, Walster and Walster (1971) suggested that clients prefer therapists who appear to have physically similar attributes, fostering an interpersonal attraction. Critcher and Dunning (2009) suggested that it is possible that clients assume that the helper holds similar views and opinions to them because of this physical similarity. There is also research that suggests that a similar racial/ethnic background can lead to the client being more likely to trust the helper (Mark and Miller, 1987). However, this can actually be counterproductive too, in that the externally observable similarities become the cause of the failure of form a relationship (Byrne, 1971).

2.5 A discussion about how the literature assisted the researcher in developing the research questions

The figure below (Figure 4) summarises the literature process for both research areas. It shows how the literature research process led to the formation of the research questions.

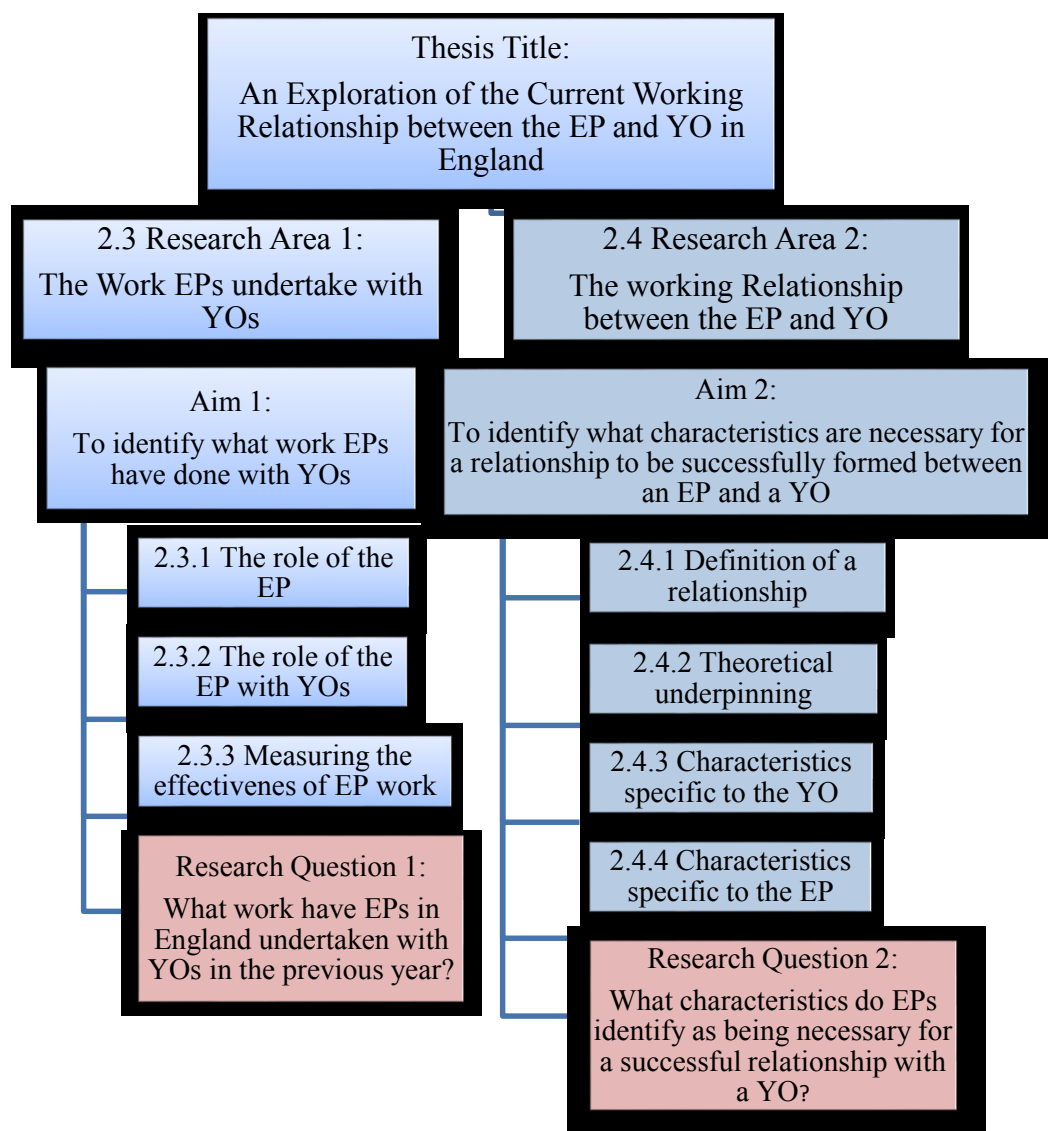


Figure 4: The literature process for each research area and the final research questions

This chapter aimed to firstly identify in section 2.3 (and subsequent sections) what work EPs have done with YOs and then in section 2.4 (and subsequent sections) to look at the relationship between the EP and the YO in order to identify what characteristics are necessary for a successful relationship with a YO.

This section will look at how the review of the literature in sections 2.3 and 2.4 assisted the researcher in developing the research questions and interview format.

The literature in section 2.3.1 highlighted that a good amount of previous research has looked at the role of the EP in general (AEP, 2010; Atkinson et al, 2011; Boyle

and Launchlan, 2009; Farrell et al, 2006; Kelly and Gray, 2000; Squires et al, 2007). When the researcher attempted to find research that looked specifically at the role of the EP with YOs, in section 2.3.2 very little research was found (Farrell et al, 2006; Ryrie, 2006). In light of this, the researcher decided to create an exploratory study that firstly aimed to identify the work EPs in England have undertaken with YOs in the previous year. It was decided that the researcher would look at the work EPs have done with YOs in the previous year to ensure that the examples given by participants about their practice were up-to-date and in line with current initiatives. The influence of the literature review on the questions used in the questionnaire will be discussed in chapter three.

Looking at the second research area in section 2.4 that looked at the working relationship between the EP and YO, like the first research area, not much previous research was identified that looked specifically at the relationship between the EP and YO. Some research looked at the relationship EPs can have with other professionals (Dennis, 2004; Farrell et al, 2006) and other research looked at the relationships other professionals can have with YOs (Dahl and Spear, 2004; Fonagy, 2003; Glasser, 2000; Hart, 2010; Kazemian, 2007). Within this review, the researcher was able to identify characteristics (discussed in section 2.4.3) specific to the client/YO that were deemed as necessary the formation of a relationship with a helper. The researcher was also able to find research (identified in section 2.4.4) that looked at the characteristics of the helper/EP that were perceived as necessary for the successful formation of a relationship with a client.

The researcher was unable to find much research that looked specifically at the relationship between the EP and the YO. As a result, the researcher chose to conduct an exploratory study in order to explore the characteristics that EPs perceive to be necessary for the successful formation of a relationship with a YO.

In order to address the second aim of the current research thesis (to identify what characteristics are necessary for a relationship to be successfully formed between an EP and YO) the researcher decided to develop the question: in the course of this work with YOs, what characteristics do EPs identify as being necessary for a successful relationship with a YO? In order to address this question, the researcher decided to develop three questions to ask the participants during the interviews:

- 1) Thinking about a time during the previous year when you worked directly with a YO, what was it about *you* that had an impact on the success of the relationship?
- 2) Thinking about the experiences you just spoke about, what was it about the *YO* that had an impact on the success of the relationship?
- 3) If you were to advise an EP who has never worked with a YO before, what tips would you give them to help them to form a successful relationship.

A relationship is deemed as a ‘successful relationship’ if the EP perceives they were able to form a relationship with a YO as opposed to being unable to form a relationship with a YO. The term is not intended to make any reference to the outcomes of this relationship. All of these questions were chosen by the researcher due to influences from the ideas behind Choice Theory (1998). As in Choice Theory, Glasser (1998, 2000) explained that effective work cannot occur without the existence of some form of relationship. He explained that a professional must form a relationship with a young person as part of their role, prior to considering getting anything else done. Therefore, the researcher chose to look at what characteristics are necessary to help the EP to successfully form a relationship with a YO. As a critical realist, the researcher proposes that these three questions are focused on the EP’s perspective – the EP’s view of their reality. The researcher proposes that the formation of a relationship, described in this thesis as a ‘successful relationship’ is something that will not be questioned. If the EP perceives they were able to form a relationship with a YO, the researcher, as a critical realist, will not debate this.

Therefore the researcher chose to look at the EP’s perception of what characteristics the EP perceives to be necessary for the successful formation of a relationship with a YO that firstly are specific to the EP and then specific to the YO. The researcher is aware that the characteristics (traits, attributes and competences) that the EPs mention in their interviews have not been tested or proved to have had an impact on the formation of a relationship – they are the perceptions of the EPs.

Question one was influenced by the research found in the literature review. Previous research had supported the view that certain characteristics, specific to the

helper in a helping/working relationship, were necessary to the success of a relationship between the helper and a client/YO (Dennis, 2004; Glasser, 1998, 2000; Lambert, 1992; Rogers, 1958; Thompson et al, 2002; Vontress, 1979, 1988). Using Choice Theory, Glasser (1998) explained how in a relationship, the helper can only control themselves and their own thoughts and behaviours. By adapting and controlling the helper's thoughts and behaviours, this will have a direct impact on the chances of the formation of a relationship. This question therefore looked to identify the characteristics that the EP's perceived were specific to them that had an impact on the successful formation of a relationship.

Research by Ickes, Snyder and Garcia (1997) found that situational factors could have an impact on the successful formation of a relationship between a helper and a client. They explained how introverted individuals may choose to display extroverted characteristics in situations they judge to be important. In light of this, the researcher chose not to include the terms 'traits', 'attributes' or 'competences' in the questions and the questions were deliberately open-ended to take account of, and not influence, any possible answers that participants could give.

The second question was informed by the work of Rogers (1957; 1958) who identified the importance of realising that there are at least two parties involved in the helping relationship: the helper and the helpee (Dennis, 2004; Rogers, 1957, 1958). He therefore emphasised the need for researchers to look not only at the views of a helper (EP) about what characteristics they perceive to be necessary for a successful relationship, but also the perceptions of the helper (EP) about the characteristics specific to their client (YO).

The research of Rogers (1957) has influenced the current study as Rogers (1957) identified the need to look at the characteristics relating to both the helper and the client that are necessary for the successful formation of a relationship, not simply the characteristics relating to the helper. Therefore the current study will explore characteristics relating to both the EP and the YO.

The literature review explored additional research that looked at characteristics specific to the client/YO that had an impact of the successful formation of a relationship with a helper/EP. Research was included that looked at the impact of the client's brain development (Bessant, 2008; Dahl and Spear, 2004; and Farley,

2006b; Steinberg, 2004; Strauch, 2003) and their age (Beinhart et al, 2002; Goring, 1919 and Kazemian, 2007). Literature also looked at the impact of characteristics on a relationship which developed as a result of the success of attachments formed by the young person (Fonagy, 2003; Hart, 2010; Leventhal, 1984; Young et al, 2007).

The third question included in the participant interviews, intended to give the participants an opportunity to summarise their experience, knowledge and understanding of working directly with a YO. The researcher hoped that the participants would be able to identify and label a number of characteristics they perceive to be necessary for the successful formation of a relationship between an EP and YO. This question, unlike the first two questions, was intended to draw on the participants' 'expert knowledge' rather than to reflect further on particular experiences.

2.6 How the research explored in the literature review impacted on the researcher's choice for the methodology of the research thesis

Looking at the quantitative section of Kelly and Gray's (2000) methodology, it seems as though they chose to use self-completion questionnaires due to limited large-scale quantitative research available into the role and contributions of EPs. Self-completion questionnaires are relatively cheap and quick to administer and allow for the collection of a large amount of data in a short period of time. An advantage of this methodological choice is that it allowed for each respondent to receive exactly the same set of questions, in the same order, increasing the chances of consistent and replicable results. The participants were able to complete the questionnaire in their own time without the presence of the researcher.

Thus, this section of Kelly and Gray's (2000) research influenced the methodology of the current research thesis, as the researcher also chose to offer self-completion questionnaires to participants. Like Kelly and Gray (2000) the researcher chose to send out the questionnaires to all LEAs (to the PEP in each authority) but only via email in the hope that this would be more cost and time effective.

Kelly and Gray then selected case studies from 12 LEA EPS groups: parents of children with SEN, Health services and Social Services. This sample was selected on the basis of their answers to the questionnaire. In order to ensure a sample that had experienced a range of EPS' good practice, 234 participants were interviewed in 87 group interviews which took place over 8 weeks. EPSs and training providers were invited to send in submissions about their views on the future role of training of EPs. This section of Kelly and Gray's (2000) research influenced the current research thesis's methodology in that the researcher also chose to adopt a mixed-methods approach whereby the qualitative section also selected a small sample of EPs on the basis of their answers to the questionnaire.

Whilst the study has an impressive response rate of 96% (144 LEA/EPS responses) and 70% (348 schools), a criticism of their work is that Kelly and Gray (2000) draw little attention to individual differences between participants – they included minimal expressions of views of participants in the interview stage.

The qualitative aspect of their research suffers from a lack of methodological explanation about how they analysed their data. A form of thematic analysis would have been appropriate but no reference is made as to whether or not this was used. The researchers included a very large sample of (N=234) participants (over 87 group interviews) but their qualitative research lacked detail, losing the individual's 'voice'. Kelly and Gray (2000) reported how the questions put to participants from each LEA were 'customised' depending on the 'additional information' provided by the LEA. This has implications for the replicability of their research.

It is felt, however, that the positive aspects outweigh the negative ones, influencing the researcher of the current research piece to adopt a similar methodology. With such an impressive response rate to the self-completion questionnaire, the researcher in the current study hoped to achieve similar success. In order to promote the individual voice of the participants, the researcher asked only EPs to complete questionnaires as opposed to any other professionals. This aimed to allow for a more manageable sample size, focused more on the perceptions held by EPs.

For the qualitative aspect of the study, the researcher also conducted interviews but with a smaller sample-size, emphasizing the process of thematic analysis. Kelly

and Gray's (2000) study appeared to focus heavily on the quantitative stage of their research. Unlike Kelly and Gray's (2000) research, the questions posed to participants during interviews in the current research, were kept the same for every participant interview. This was to ensure replicability of this study, and interviews were on a one-to-one basis, as opposed to group interviews. The researcher aimed to explore, in depth, the qualitative aspect of the current study, to ensure that the data was reported, to the same degree as the quantitative data.

Looking at Ryrie's (2006) discussion paper, his research met the criteria for inclusion in the literature review for the current study as he looked specifically at the work EPs can do with YOs. However, his findings are questionable. He established a relationship between exclusion and reoffending but a criticism can be leveled against his evidence-base and it is due to the researcher's exploration of this that the methodology in the current study was influenced.

Looking closely at the work of Berridge, Brodie, Pitts, Porteous and Tarling (2001), the main study from which Ryrie (2006) drew upon to conclude that there is a relationship between exclusion and accelerating existing criminal paths or that exclusion leads to the onset of offending behaviour, the results appear to be far more complex than the reader is led to believe when reading Ryrie's (2006) article.

Berridge et al's (2001) research looks retrospectively at the reoffending and offending rates in response to exclusion from their school over a ten year period. They employed an exploratory design with a mixed-methods approach. The quantitative section of their study used information gathered from the schools, the youth justice service and from the voluntary exclusion projects where the (N=343) young people, aged between 7 and 6 and 14 plus, attended. The qualitative section of their study included face to face interviews with (N=28) young people aged between 14 and 20 and 6 parents.

Berridge et al's (2001) results demonstrated that, of the (N=343) participants, only 263 cases had complete records held by the police. Of the cases where complete records existed, 85 (almost a third) had no recorded offences prior or post exclusion. For the remaining young people with complete records, 117 (44%) it was recorded that they had offended after the exclusion but not prior, 47 (17%) had offended prior to exclusion and reoffended after and 14 (5%) had offended before

but not after the exclusion. Of the 263, 13 had embarked on a criminal career in the same month that they had been permanently excluded. For the cases where the young person had committed crimes after permanent exclusion, offending occurred at least a 'year or more' after the exclusion for half of the sample.

The researcher in the current study chose to include Berridge et al's (2001) research due to the similarities between Berridge et al's (2001) methodology and that which was preferred by the researcher. Berridge et al (2001) chose to undertake an exploratory piece of research as they aimed to look at a topic which very little previous research had focused on - this was a similarity to the current study. Although a mixed-methods approach was adopted by Berridge et al (2001), like Kelly and Gray's (2000) research, there was no mention of the analysis undertaken on the qualitative data. They discussed how the qualitative data was analysed to identify young people who could be described as 'non-starters', 'starters', 'persisters' and 'desisters' in terms of their offending behaviour. They provided no further explanation of the analysis undertaken, emphasising the findings from their quantitative data more heavily than their qualitative data.

Furthermore, the data from the qualitative section was gathered from interviews that took place with young people at least four to five years after they had been excluded from school. The views provided by the participants were based on memories and recounts of events, therefore their recollections might not be entirely accurate. This influenced the methodology of the current study in that the researcher asked EP's to discuss cases that they had worked on the previous year.

Another criticism of this study can be found in Berridge et al's (2001) definition of 'exclusion'. They described how they included, not only young people who were permanently excluded, but those who were out of school, had poor attendance or informal and unofficial exclusions. This raises questions about the conclusions they drew and the implications of their research for young people who have been permanently excluded from school.

2.7 Summary of the literature review

The figure below (Figure 5) summarises the literature review process:

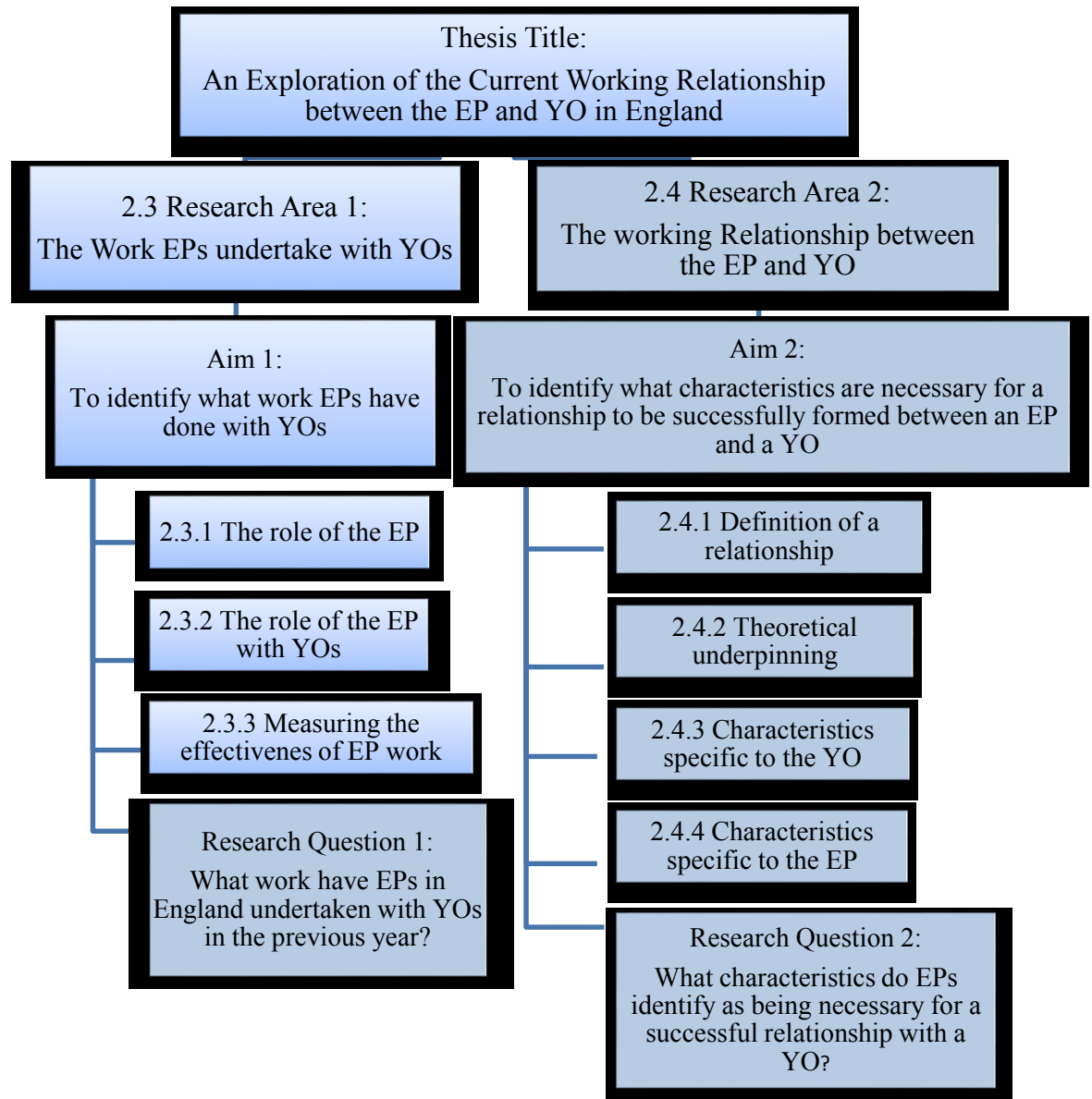


Figure 5: The entire literature review process

This literature review looked at two different areas of research: the work EPs undertake with YOs and the working relationship between the EP and YO. It aimed to identify what work EPs have done with YOs and then to identify what characteristics are necessary for a relationship to be successfully formed between an EP and YO. The researcher explored research that looked at the role of the EP and the role of the EP with YOs. The researcher used critical realism as the

epistemological position to explore Choice Theory (Glasser, 1998) as the theoretical underpinning of this research. Research was looked at that identified the characteristics that were perceived as necessary for the successful formation of a relationship.

The researcher was able to demonstrate that there is a gap in current research that details the role of the EP specifically with YO. The researcher was also able to demonstrate that although research does exist in the area of the working relationship, there is a lack of research that looks at the perceptions of the EP about what characteristics are necessary to create a successful relationship with a YO.

2.8 The Research Questions

The research questions will therefore be:

- 1) What work* have EPs in England undertaken with YOs in the previous year?
- 2) In the course of this work with YOs, what characteristics do EPs identify as being necessary for a successful* relationship with the young offender?

*The term 'work' (included in the questions above) was used to encompass the full range of interactions between the EPs and the YOs, whether it be therapy, assessment, observation, consultation etc.

*The term 'successful relationship' was used by the researcher to mean the successful *formation* of a relationship. The 'success' is the formation of the relationship itself, rather than any other outcome. The researcher proposes that this success is not concrete and externally measurable. Only the participant can identify if they feel the relationship was successfully formed.

The following chapters will aim to detail the research process that followed the literature review. Chapter 3 will identify the methodological approaches used to answer question one and then question two. Chapter 4 will identify the findings from the research questions and Chapter 5 will aim to interpret and discuss these

findings in line with the literature review. Within Chapter 5 the researcher will identify the impact of the findings on the EP profession and describe how the findings will be shared with other professionals and peers.

CHAPTER THREE - METHODOLOGY

3.1 Overview

The previous chapter indicated a lack of research into what EPs are currently doing with young offenders and highlighted some of the possible characteristics that may be necessary for the successful formation of a relationship with young offenders. In spite of the publication of the Crime and Disorder Act in 1998 (HMSO, 1998), Farrell et al (2006) and Ryrie (2006), there does not appear to have been an appropriate response in research published for and by Educational Psychologists that identifies what they are doing as a profession with young offenders.

This chapter presents the rationale for the research design and it outlines the method of data collection and analysis. It aims to draw on the fundamental aims of the study and demonstrate how the researcher aims to answer the research questions:

- 1) What work have EPs in England undertaken with YOs in the previous year?
- 2) In the course of this work with YOs, what characteristics do EPs identify as being necessary for a successful relationship with the young offender?

3.2 Conceptual, theoretical and epistemological framework

The theoretical/epistemological premises underpinning this research will be that of critical realists. As a critical realist, one will provide a model of scientific explanation whilst taking account of the educational psychologist's perspectives (House, 1991). As a critical realist, the researcher suggests that the work of the EP with the young offender is real and measurable. The perceptions held by the EPs about whether a relationship was successfully formed and the characteristics that were perceived to be necessary for this relationship to be created are however subjective. The current study attempted to look at what work EPs have undertaken with YOs in the previous years and the perceptions of the EP, about the

characteristics they perceive were necessary for a successful relationship with a YO.

3.3 Research Purpose

Phase 1: The purpose of this design was to conduct an exploratory piece of research into the little-known area of what work EPs in England have undertaken with young offenders in the previous year. As there are little available statistics that have identified exactly what direct work EPs have done with this group, this research aimed to look at a research question that has not fully been answered: *What direct work have EPs in England undertaken with YOs in the previous year?*

Phase 2: Once data had been collected from Phase 1, the researcher identified a small target group of EPs with the aim of identifying what characteristics the EPs in this study perceived to be necessary for a successful formation of a relationship with a YO: *In the course of this work with YOs, what characteristics do EPs identify as being necessary for a successful relationship with the young offender?*

3.4 Research Design

The current research piece was non-interventionist and can be seen as an exploratory study as little information is known on this specific topic. As discussed in the literature review, little research exists on what work EPs have done specifically with YOs. The researcher was unable to find much research, to include in the literature review, that explored the characteristics necessary for the successful formation of a relationship between an EP and YO. Therefore the current research thesis took on an exploratory approach to explore these two aims.

The design employed was a 'mixed methods' approach, as it required the collection of both quantitative and qualitative data (Campbell and Fiske, 1959; Fielding and Fielding, 1986; Tashakkon and Teddlie, 2003a). For this research, a sequential design was used as quantitative data was collected in phase 1 and this was followed

by the collection of qualitative data in phase 2 (LeCompte and Schensul, 1999). The study was ‘complementary’, like in the research of Kelly and Gray (2000), as phase 1 will inform phase 2.



Figure 6 Outlines the research design used in this study

Kelly and Gray (2000) (discussed in Chapter 2), employed a mixed-methods approach, whereby they sent out postal questionnaires in order to collect their quantitative data. Once this data had been analysed, they then selected twelve participants to take part in an interview in order to create their qualitative data.

In Phase 1 of the current study, the research aimed to identify what work EPs have done with YOs in the previous year. This phase involved an online questionnaire for EPs to complete regarding work they had done with YOs during the year of 2011-2012. As discussed earlier, this phase of the research was influenced by the research of Kelly and Gray (2000).

Once identified, the EPs who had worked directly with YOs during 2011-2012 were included in Phase 2 for the qualitative section of the study. As the research aimed to ‘explore’ a little-known area, it took on an exploratory design (quan-QUAL). This phase explored an area where, like phase 1, little is known about what characteristics EPs perceive to be necessary for a successful relationship. Three questions were devised to enable the researcher to address the second aim of the current research piece. Discussions took place about how these questions were informed in Chapter 2).

3.5 Research Technique/Data Collection

The figure below identifies the process of data collection.

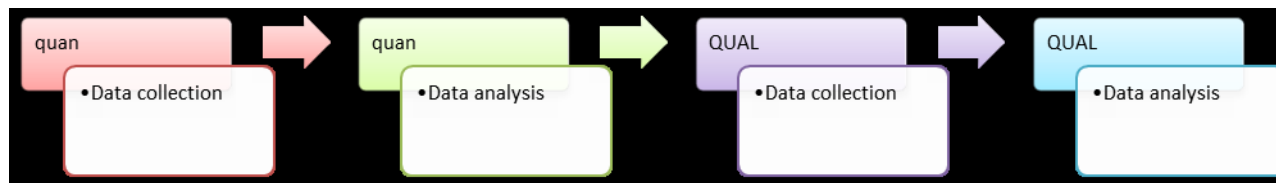


Figure 7 Sequential Explanatory Design

As the proposed study employed a ‘mixed methods’ design, both quantitative and qualitative data collection were undertaken (see Figure 3).

The data for the research piece was collected in two phases.

3.5.1 Phase 1: Data Collection (quantitative)

In phase 1 (the quantitative phase) an online questionnaire (See Appendix 3) was sent to the Chairman of the National Association of Principal Educational Psychologists. From the Chairman, an email was sent on behalf of the researcher to all Principal Educational Psychologists in England in order for them to pass on the request for participants and the online link to the researcher’s questionnaire to their current (fully-qualified) educational psychologists. The questionnaire was then completed online and the staff were given a period of four weeks within which time they could complete this questionnaire. Once the questionnaires had been submitted the data was analysed by the researcher. It was decided that the researcher would not send postal questionnaires as in Kelly and Gray (2000) as this was not cost effective and due to time constraints it was felt that an email link would be quicker, more accessible and less of an inconvenience for the participants.

The table below contains the questions that were included in the questionnaire:

Table 1 Questions included in the online questionnaire in Phase 1

Question 1	What is the location of your EPS? (inner city/suburban/rural/large town/other – participant to specify)
Question 2	What is your job title? (main grade/senior EP/senior specialist/Assistant PEP/PEP/other – participant to specify)
Question 3	Have you worked directly (in person) with a young offender in the last academic year?
Question 4	If so, how was this work commissioned?
Question 5	What was the aim of your work?
Question 6	What psychological theory informs your work?
Question 7	What techniques did you use?
Question 8	Which techniques did you find most effective?
Question 9	Which techniques did you find the least effective?
Question 10	How do you evaluate your impact on the young person's life?
Question 11	Are you a member of a young offenders' team?

Question 1 was ‘What is the location of your EPS? (inner city/suburban/rural/large town/other – participant to specify)’. This question was informed by the research of Kelly and Gray (2000) who included this in their questionnaire. It was chosen by the researcher in order to contribute findings to answer the overall research question of ‘What work have EPs undertaken with YO in the previous year?’ The researcher felt it was important to ask the participants about the type of area their EPS was based. The researcher wanted to allow for the opportunity to identify if

the kind of areas the EPSs were based in had an impact on the findings. Research has suggested that there is higher youth crime rates in inner city areas (Dimond, Floyd and Misch, 2004), therefore the results might show that EPs from inner city EPSs may be on YOTs or they may have had more work with YOs in the previous year.

Question 2 was 'What is your job title? (main grade/senior EP/senior specialist/Assistant PEP/PEP/other – participant to specify).' This question was also included in the research of Kelly and Gray (2000). The researcher in the current research thesis wanted to allow for the opportunity to see if the different roles held by the EPs made any difference to the types of work the participants had done in the last academic year. The third question of 'Have you worked directly with a young offender in the last academic year?' was asked in order to identify which EPs were eligible to continue answering the questionnaire. EPs who had worked directly with YOs were asked to continue the questionnaire and answer questions 4-11.

Question 4 was 'how was this work commissioned?' This question was asked in order to identify the kinds of pathways the work with YOs can be allocated to EPs from. By doing this, the researcher hoped to allow for the opportunity to comment on the different kinds of work EPs have done, such as work with YOs in schools, at Young Offending Service, in Pupil Referral Units etc. The fifth question asked 'What was the aim of your work?' This was asked in order to gain more information about the work EPs have done in the previous year.

Questions 6 to 9 were asked in order to gain more information about the types of work EPs have done with YOs and to explore their perceptions of the kinds of techniques they used that they found made their work more or less effective.

Question 10 was 'How do you evaluate your impact on the young person's life?' This question was linked specifically to the EPs work with YOs. The researcher felt that this question was important as 'evaluation' is an essential process that should occur with every piece of EP work (Farrell et al 2006). Therefore it was felt that when identifying the work EPs have done with YOs, it is important to explore how the EPs evaluate this work. This question will also have links to the participants' EPS as they may evaluate their work in line with their service

procedures/guidelines. As the literature search identified that the debate about how EPs evaluate their work with YOs is ongoing this questions was asked in order to seek more clarity.

The final question, question 11, asked the EPs 'are you a member of a young offenders' team?' The researcher felt that this question was important in order to identify EPs who may have had more experience working with YOs. It allowed for discussions to take place about the differences in answers from EPs who work on a YOT and EPs who do not.

As this was an exploratory study, it must be made clear that the researcher did not have expectations of the data and no hypotheses were formed prior to data analysis.

3.5.2 Phase 2: Data Collection (qualitative)

EPs were asked during the earlier phase of phase 1, whether or not they had worked directly with YOs during the previous year.

Following the quantitative phase of the study, EPs who had identified themselves as having worked directly with a YO during 2011-2012, were asked to take part in a face-to-face semi-structured interview. An email was sent to these participants (see Appendix 5) to brief them prior to the interview and to give them a copy of the questions. The researcher felt that this was necessary to give participants a chance to think about specific examples. When the researcher met with the individuals, it was made clear to them that the researcher wanted to explore their perceptions of what characteristics they perceived were necessary for the successful formation of a relationship with a YO. The researcher emphasised that the phrase 'when your relationship was successful' referred to the characteristics that led to the successful formation of a relationship, not a successful outcome or effective/positive work. The interviews were recorded using a hand-held device and were later transcribed. Three interview questions were included:

- 1) Thinking about a time during the previous year when you worked directly with a YO, what was it about *you* that had an impact on the success of the relationship?

- 2) Thinking about the experiences you just spoke about, what was it about the *YO* that had an impact on the success of the relationship?
- 3) If you were to advise an EP who has never worked with a *YO* before, what tips would you give them to help them to form a successful relationship.

These questions were intended to explore the EPs' perceptions of the characteristics necessary for the successful formation of a relationship with a *YO*. Emphasis was placed on the successful formation of the relationship with no reference to the outcome. The researcher was not measuring effective or successful work in terms of outcomes. The researcher is aware that there can be effective outcomes without a successful relationship and equally a successful relationship without effective outcomes. But the researcher made it clear to the participants through discussion and in briefing via email (see Appendix 5) that the researcher was only exploring their perceptions of the characteristics necessary for the successful formation of a relationship, not outcome.

The first question was informed by the work of Rogers (1958), Glasser (1998) and Dennis (2004) as it aimed to establish what characteristics were perceived as necessary, that were specific to the EP, in order for a successful formation of a relationship with the *YO* (discussed in depth in chapter 2). It was decided that the words 'competences', 'traits' or 'attitudes' were not included in the question as the research did not want to lead the participant's answers. The question was kept quite open in order to allow for flexibility in the participants' answers as, in an exploratory study; it was unsure what answers the participants would give.

The second question was informed by the work of Rogers (1958) and Dennis (2004). Rogers (1958) identified the importance of the client or helpee's role in the relationship. In his research on the characteristics necessary for a successful helping relationship, not only did he identify three core characteristics required of the helper (the EP) but he also identified characteristics required of the client (the *YO*). Therefore the second question asked the EP to think about what it was about the *YO* that made the relationship successful. Again the question was left quite open as to allow the participant flexibility in their answer.

The third question was chosen as the researcher felt it would allow the participant to be quite specific about what characteristics, techniques or tools, for example, they feel are needed for the successful formation of a relationship. It was hoped that this question would provide the participant with freedom to explore what specific characteristics they perceived to be necessary for a successful relationship with a YO. By asking the EP to directly identify advice to give to another EP, it was hoped the EP would be able to label distinct characteristics.

The reason for collecting both quantitative and qualitative data was to bring together the strength of both forms of research to validate, corroborate and compare perspectives.

3.6 Research Participants

For this study, a non-probability sample was collected from England's population of PEPs. The non-probability sample did not depend upon the rationale of probability theory (Marshall, 1996). This probability sampling method was purposive in nature because the researcher approached the process of sampling with a specific predefined group in mind (Small, 2009).

The method of sampling is also described as 'expert sampling' as the sample consisted of EPs with known/demonstrable experience with YO who have specific knowledge due to their experiences. This was chosen as it was the best way to elicit the views of participants who have specific expertise/experience. The researcher acknowledges that even if the participants identify that they have expertise in this field (i.e. EPs on YOTs or working with YOs) the data gathered is based on their perceptions.

The participant sample consisted of 47 participants who responded to the questionnaire, with just 20 of the 47 who had worked directly with YOs during 2011-2012 who were therefore able to answer the entire questionnaire. As only 20 EPs completed the entire questionnaire the researcher is aware that the findings from phase 1 cannot reflect the views held by the EP profession as a whole.

The PEPs were asked to pass on the request to take part to all of their EPs who were fully qualified and currently working in educational psychology services within their local education authority. Whether the service was traded or centrally-funded, all EPs were asked to participate but private, freelance EPs were not contacted due to the difficulty in accessing their information.

In mid-August 2012, the researcher contacted the Chairman of the NAPEP and the forwarding correspondence to all PEPs was sent immediately (See Appendix 4). The EPs who worked in the LEAs were requested to take part and complete the online questionnaire by the 14th October 2012, giving participants two months within which to respond. The researcher then accessed the data on the online server at the end of October and retrieved the data set of 47 participants ranging from PEPs to main grade EPs. After taking six weeks to analyse the data, the researcher found that 20 participants from the 47 who had completed the online questionnaire met the criteria to take part in the second phase of the study.

At the start of December 2012 the researcher contacted each participant via the contact information they had provided at the end of phase 1. They were given the deadline of the 19th December to decide whether they still wished to take part in the semi-structured interview with the researcher. Eight of the participants replied, confirming that they would take part in the second phase of the research and completed their interviews with the researcher in January 2012. The researcher included an additional sample of one participant who had completed the questionnaire but who did not meet the initial criteria in order to increase the sample size (this participant worked with a YO in 2010-2011). One of the original eight participants asked to withdraw from the study post-interview as, after reading his transcript, he felt he had divulged too much personal and sensitive information about his upbringing.

This sample of 8 participants was deemed by the researcher as large enough to complete the appropriate analysis with but there are obvious limitations in terms of representing the views of the entire EP profession. The sample consisted of an equal mixture of males and females, a wide range of ages and the EPs were of different races and religions. The researcher is aware that the individual

differences of the participants such as race, class, age and gender may have an effect on the data (Collins, 1986; Frank, 2000; Hooks, 1989).

3.7 Data Analysis

This section outlines the rationale for the chosen method of data analysis in the current study. It then provides specific details about the particular strategies used within the methodological framework for analysing the questionnaire and interview data gathered.

3.7.1 Phase 1 – Data Analysis

For the first phase of the current research thesis, the questionnaire completed by the EPs was analysed. As the questions in the questionnaire aimed to gather factual and discrete information about what EP's are currently doing with young offenders, the data was therefore categorical. Results were presented on tables as the researcher felt that this would be the clearest way of representing the data. The researcher then presented the frequency that each answer was given.

3.7.2 Phase 2 – Data Analysis

Phase 2 of the data collection required the participants (8 EPs who had worked directly with YOs) to take part in a semi-structured interview. The interviews were transcribed verbatim and were audio-recorded.

Unlike in Kelly and Gray's (2000) study, thematic analysis was used in the current research thesis to analyse the qualitative data. Thematic Analysis (TA) is a method of identifying, analysing and reporting patterns (themes) within qualitative data (Braun and Clarke, 2006; Daly, Kellehear, and Gliksman, 1997; Guest, 2012). It organises and describes a data set in (rich) detail (Guest, 2012). It was decided that TA was the preferred technique of data analysis for this phase of the present study

as it is an appropriate technique for use on a study with an exploratory aim. This phase of the study aims to explore what characteristics EPs perceive to be necessary for a successful relationship with a YO.

Contrary to research by Boyatzis (1998) or Ryan and Bernard (2000), Braun and Clarke (2006) put forward the notion that TA is a method in its own right, offering flexibility to its users. As Braun and Clarke (2006) point out, TA is one of the few methods that is independent of theory and epistemology, whilst still providing a rich, detailed and complex account of the data. They explain how TA does not subscribe to a naïve realist view that suggests TA simply gives the participant a ‘voice’ (Fine, 2002).

For the present study, the researcher favoured TA over more theoretically grounded qualitative methods such as Interpretive Phenomological Analysis (IPA) (e.g. Smith, Flowers and Larkin, 2009) and Grounded Theory (e.g. Corbin and Strauss, 2008). The present study employed TA for the second phase in order to analyse data gathered from individual semi-structured interviews between the researcher and each of the nine participants. The TA of the data as a whole ensured that the views expressed by the EPs were less likely to have been lost in the overall final picture provided by the data analysis. In using TA, the researcher primarily needed to look at each individual data item and then secondly at all of the data to identify themes.

Braun and Clarke (2006) proposed five phases of thematic analysis (See Table 2 below).

Table 2: Phases of thematic analysis (Braun and Clarke, 2006)

Phase	Description of the Process
Familiarizing yourself with your data	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas
Generating Initial Codes	Coding interesting features of the data in a systematic fashion across the entire data set,

	collecting data relevant to each code.
Searching for themes	Collating codes into potential themes, gathering all data relevant to each potential theme.
Reviewing themes	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis.
Defining and naming themes	On-going analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.

Following the steps within this process, the researcher was able to familiarise herself with the data in order to extract specific semantic themes that are explicitly identified. By choosing semantic themes this will help to increase the validity of the research as semantic themes rely less on the researcher's interpretation.

As the research epistemological position is that of a critical realist, the 'realist' aspect of this perception would view the YOs and the work EPs do with them as factual and a measurable entity. The 'constructivist' aspect of this position would view the EP's perception of the factors that have contributed to a successful relationship as subjective. As the research is exploratory, the type of thematic analysis employed will be inductive as there are no pre-existing biases towards certain theories or hypotheses. This qualitative phase aims to explore what the data yields using inductive methods of TA to generate themes from the bottom-up rather than imposing themes upon the data.

As Braun and Clarke (2006) prescribe, the 5 stages of TA took place on the data collected from each participant's interview. It was felt by the researcher however that by the researcher searching, reviewing, defining and naming the themes as an independent process, this would add another subjective element to the data. The researcher would be contaminating the data with personal views and perceptions.

As the researcher already accepts that the views given by participants are ultimately their perceptions of the situations they were in, the researcher felt the participants should therefore be included in the process of TA.

Once the researcher had completed all of the stages of TA on each individual transcript, the researcher returned to the participants and presented the final themes. This process was done individually with each participant to ensure confidentiality and anonymity. The researcher and the participant then discussed whether the participant felt the researcher had captured the participant's true meaning. Several themes were altered until the participant felt the meaning of their statements had been best represented. The researcher then completed TA on the data to find overarching themes. These were not shared with the participants for a joint input in order to secure anonymity. However one overarching theme was discussed with 2 participants which will be discussed in chapter 5.

3.8 Reliability

It was essential to account for reliability throughout the research and particularly in phase two during the analysis of the EP interviews. Unlike the first phase of the study, the second required participants to answer open-ended questions. Their answers were then analysed and interpreted by the researcher. Influenced by the research of Baker et al (2003), the researcher chose to look at the inter-rater reliability of this section of the current study. The researcher, like in the research of Baker et al (2003), included a peer-review process to test the inter-rater reliability of the thematic analysis. The researcher completed thematic analysis on the transcript from the pilot study and then this was reviewed by the researcher's peer group of trainee EPs. The codes and themes were compared and discussed. It was found that the peer-group and the researcher were in agreement about the codes and themes chosen in the pilot study.

Reliability when using thematic analysis is a concern due to the wide variety of interpretations that arise from the themes, as well as applying the themes to large amounts of text (Guest, 2012). In order to test the reliability of the coding process

in the thematic analysis used by the researcher for the main study, one transcript was selected at random and it was given to an independent person to code. This person was a trainee EP on the same doctoral course as the researcher and they were chosen due to the researcher's confidence that the TEP had a good understanding and recent use of thematic analysis and the coding process. Once the researcher had coded the transcript and created a code book for this transcript, an uncoded version of the transcript was given to the independent TEP along with the code book. Once the independent TEP had coded the transcript, it was compared to the coded transcript completed by the researcher. The number of times both coders agreed was divided by the number of times coding was possible. The figure below represents this formula and the findings.

$$\% \text{ of agreement} = \frac{\text{Number of times both coders agreed}}{\text{Number of times coding was possible}}$$

$$96 \% \text{ agreement} = 54/56$$

Figure 8: Formula and findings of the percentage of agreement

Issues fell in lines 1-2 and 107-109 of the original transcript. These lines were shared and discussed with the participant in order to get their over-riding view of which code best represented their views. It was deemed that a score of 96% agreement reflected a high level of reliability.

The researcher also assessed the degree to which her interpretations of the interviews differed to the interpretations of the participants when looking back at their transcripts. The researcher was aware that the individual differences of each participant would have an effect upon the data. Collins (1986) reported that the race, gender and class of the participants would construct and reproduce differences in the research process. Frank (2000) emphasised the importance of including

participants in all stages of data analysis to ensure that their voice is not lost or paraphrased.

In light of this, the researcher coded the information that each participant had provided in their interviews and then grouped the codes into themes. To ensure inter-rater reliability, the researcher shared these themes with the participants. Each participant was able to identify whether the researcher had judged their data in accordance with what they felt they had meant. Once all the themes were agreed, the researcher created over-arching themes. The over-arching themes were reviewed by colleagues of the researcher and the researcher's academic tutor.

The researcher then shared the over-arching themes with the relevant participants if the researcher and her colleagues were not in agreement.

3.8.1 The validity of the questions included in the current study

It is always important to review the validity of the research in order to ensure that the questions posed in each phase address what they were purported to measure. In order to ensure face-validity, the researcher piloted the phase one questionnaire on her trainee EP colleagues on her doctorate training course.

In the second phase, the researcher piloted the questions included in the interview with an EP in the EPS where the researcher was based. All of the individuals were able to feedback any concerns. There was a difference in the richness of the answers gained from TEPs who had experience on YOTs and those who had only worked once with a YO. There was also a difference in the duration of the interviews. There did not appear to be any difference between the length of the interviews and the quality of the participants' answers. These findings emphasised that not all of the EPs worked on YOTs and that working with YOs is not a specialist position. The researcher therefore did not choose participants on the grounds of whether they worked on a YOT, but on the grounds of whether they worked with a YO in the previous year.

3.8.2 The validity of the analysis included in the current study

In order to improve the validity of the analysis used in the current study, ‘member checks’ were applied to the qualitative stage. A member check is a technique that is used by researchers in order to improve the accuracy, credibility, validity and transferability of the study (Creswell, 1994). In order to incorporate member checks, the researcher allowed the participants to look at the researcher’s interpretations of their interviews in order to assess the level of validation/agreement.

The member checks took place not only with the participants, but also with the academic tutor, sharing all the findings involved. The findings could therefore be critically analysed and commented upon. The participants could affirm that the researcher captured their views appropriately or correct the researcher’s incorrect interpretations. The member checks took place during the interview stage and the conclusion of the study.

3.8.3 The impact of demand characteristics on the current study

It is always important to account for the possibility of the participants demonstrating demand characteristics in any research study. The researcher attempted to take account of the possible demand characteristics that may have occurred during this study. Demand characteristics refer to an experimental artifact where participants form an interpretation of what they believe the researcher’s purpose is and this therefore has an unconscious effect on the participant’s answers (Orne, 2009).

In order to decrease the chances of demand characteristics, the researcher was very open and transparent with the research aims, throughout both phases of the study. The researcher felt that if the purpose and aims were made completely clear, the participants were less likely to misinterpret the purpose of the study and unhelpfully influence the data they chose to contribute.

3.8.4 Ethical Issues

In order to ensure that the research proposal has considered all ethical implications, the researcher chose to incorporate ethical expectations from the British Psychological Society and the Health Professionals Council guidelines.

In terms of permission from the LEA, the research aims, purpose and design have been shared with the Assistant Principal EP (APEP) and the overarching Principal EP (PEP) for the London Borough's service. Frequent discussions took place to ensure any modifications to the research were shared with the APEP and PEP. Prior to undertaking the research piece, ethical approval was gained from the LEA's research committee and the University Ethics Committee.

Looking specifically at the BPS Ethical Principles for Conducting Research with Human Participants (BPS, 2010) and the revised Code of Education and Conduct (BPS, 2009), ethical implications were considered around informed consent, withdrawal, anonymity and confidentiality, risk and data protection. The code explains how all participants must provide their informed consent to take part in the study. As the participants for this study were EPs written consent was gained directly from them.

The participants were told explicitly that they had the right to withdraw from the study at any time and that their data would be kept confidential and anonymous regardless. No participant was required to provide their name and all information was stored in a locked cabinet or on encoded memory sticks. Throughout the interview stage, participants were made aware that what was said during the interviews was recorded and later transcribed and analysed by the researcher.

3.9 Relevance and Impact of the Research

As explained in the background research, this exploratory research piece aimed firstly to identify what direct work EPs have undertaken with YOs in the previous year. There was research that detailed the general role of the EP (Kelly and Gray,

2000; Mackay, 2007) but a shortfall existed that looked specifically at the EP's role with YOs (Farrell et al, 2006; Ryrie, 2006).

This research then aimed to identify what characteristics the EPs in this study perceived to be necessary for a successful formation of a relationship with a YO. As discussed in the literature review, an evidence-base exists that explores characteristics that are specific to the helper/EP and characteristics specific to the client/YO that have an impact on the successful formation of a relationship (Dennis, 2004; Glasser 1998, 2000; Rogers, 1958).

The relevance of this research is that it looked at a research topic that had hardly been explored. Due to the small sample-size, it would be impossible to draw nation-wide implications that impact the entire EP profession. This study will however, contribute to existing research and inform training, professional development and the knowledge and understanding of the EPs in the borough where the researcher is based.

3.10 Summary of Chapter 3

This chapter has aimed to identify the methodology used in the current study and the reasoning for such methodological choices. The researcher has aimed to make the process of data collection clear and to identify the time scale over which this occurred. The next chapter will aim to outline the findings of the two phases of data collection.

CHAPTER FOUR - FINDINGS

4.1 Overview of the Chapter

This chapter aims to present the key findings of this study in order to answer the two research questions. As there are two separate research questions which require a mixed-methods approach, the findings section will be subdivided into two further sections. The first section will present the findings that contribute to answering the question:

- 1) What work have EPs in England undertaken with YOs in the previous year?

The second section will present qualitative findings through thematic analysis to answer the research question:

- 2) In the course of this work with YOs, what characteristics do EPs identify as being necessary for a successful relationship with the young offender?

The results for Section One were deliberately presented within tables rather than in more complex graphs. A desired strength of this section of the research is that the researcher asked clear questions that required straight forward (although closed and open ended) responses. It was felt that the use of graphs and charts would be an unnecessary addition.

4.2 Research Focus One - What work have EPs in England undertaken with YOs in the previous year?

In order to answer this question, the researcher created an online questionnaire that asked a number of questions as detailed in table 3:

Table 3: The questions included in the online questionnaire

Question 1	What is the location of your EPS? (inner city/suburban/rural/large town/other – participant to specify)
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Question 2	What is your job title? (main grade/senior EP/senior specialist/Assistant PEP/PEP/other – participant to specify)
Question 3	Have you worked directly (in person) with a young offender in the last academic year?
Question 4	If so, how was this work commissioned?
Question 5	What was the aim of your work?
Question 6	What psychological theory informs your work?
Question 7	What techniques did you use?
Question 8	Which techniques did you find most effective?
Question 9	Which techniques did you find the least effective?
Question 10	How do you evaluate your impact on the young person's life?
Question 11	Are you a member of a young offenders' team?

47 participants answered questions one to three. 21 of these participants answered questions one to eleven. All of the questions were linked specifically to the EPs' work with YOs, not to their work in general. The first three questions and the eleventh question provided participants with options which they were required to select to answer the questions. Questions four to ten however provided participants with space to answer in more detail. The researcher did this in order to make it clear to participants that they could provide as many answers as they felt were necessary.

4.2.1 Question 1: What is the location of your EPS?

All participants were required to answer the first question. Below is the breakdown of answers for question one for all of the 47 participants.

Table 4: Findings for Question 1: What is the location of your EPS?

Type of EPS Location	Number of Participants	Participant Number
Inner City	18	2,3,5,10,12,22,28,29,30,31,32,33,34,38,39,40,44,47.
Suburban	8	6,13,15,20,23,27,36,42
Rural	4	19,37,45,46
Large Town	13	1,4,7,8,11,14,16,21,25,26,35,41,43
Other	4	9,17,18,24

The table shows that 38% of the participants work in an inner city EPS, 17% in a suburban area, 8.5% in a rural area, 28% in a large town and 8.5% chose ‘other’.

4.2.2 Question 2: What is your job title?

All participants were required to answer the second question. Below is the breakdown of answers for question two for all of the 47 participants.

Table 5: Findings for Question 2: What is your job title?

Job Title	Number of Participants	Participant number
Main Grade	30	2,5,6,7,10,12,13,15,16,19,25,26,27,28,29,30,31,32,33,34,36,38,39,40,41,42,43,45,46,47.

Senior EP	10	8,9,11,17,18,21,22,23,35,37.
Senior Specialist	3	3,24,44.
Assistant PEP	0	0
PEP	2	1,4.
Other	2	14,20.

The table shows that 64% of the participants are main grade EPs, 21% are senior EPs, approximately 7% are senior specialist EPs, 4% are principal EPs and none of the participants are Assistant PEPs. The remaining 4% of participants classed themselves as 'other'.

4.2.3 Question 3: Have you worked directly (in person) with a young offender in the last academic year?

All participants were required to answer the third question. Below is the breakdown of answers for question three for all of the 47 participants.

Table 6: Findings for question 3: Have you worked directly (in person) with a young offender in the last academic year?

Have you worked directly (in person) with a YO in the last academic year?	Number of Participants	Participant Number
Yes	20	2,3,4,5,7,8,9,10,11,14,16,18,20,22,24, 26,35,36,41,43
No	27	1,6,12,13,15,17,19,21,23,25,27,28,29,30,31,32,

		33,34,37,38,39,40,42,44,45,46,47.
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The table shows that 43% of the participants had worked directly with a YO in the last academic year while 57% of the participants had not.

As question three asked participants whether they had worked directly with a young offender in the last academic year, only those who answered ‘yes’ were requested to answer the following questions. Therefore 20 participants continued the questionnaire at this point.

4.2.4 Question 4 - If so, how was this work commissioned?

The table below highlights the different answers each of the 20 participants gave for question four. Although the participants answered this question in extended prose, the results have been summarised in the table. Some of the participants highlighted several different ways that their work was commissioned.

Table 7: Findings for Question 4 - Who commissioned the work?

Who commissioned the work?	Number of Participants	Participant Number
By the school	8	2, 3,5,18,20,22,37,42
By the Pupil Referral Unit	1	4
Through Research	1	7
Secure Training Centre (Juvenile secure estate)	1	9
CAHMS	1	14
YOT	7	8,11,14,16,24,41,44

Social Services	1	26
Statutory funded	1	36
Prevention scheme	1	8

The table highlights that the majority of cases were allocated to the EP through the school at which the YO was enrolled or through the YOT.

4.2.5 Question 5 - What is the aim of your work?

The table below highlights the different answers each of the 20 participants gave for question five. Although the participants answered this question in extended prose, the results have been summarised in the table. Some of the participants highlighted numerous aims of their work.

Table 8: Findings for Question 5 - What was the aim of your work?

Aim of the work	Number of Participants	Participant Number
To support the YO and others working with them to understand and manage the YO's Social, emotional and behavioural difficulties (SEBD)	6	2,4,5,16,18,24
To support the YO and others working with them to understand and manage the YO's social and communication difficulties	1	2

(SAC)		
Literacy	3	2,4,7
To increase attendance	4	3,10,22,41
To increase engagement	5	8,36,37,41,42
To identify and assess learning levels/ability	5	8,14,20,36,41
To decrease offending/reoffending	4	10,11,37,41
To increase confidence	1	20
To support reintegration	1	26
To improve relationships	1	37
To work with YOs where there were medical concerns (in this case the YO was using Cannabis whilst taking medication for ADHD)	1	44
To identify appropriate education setting	2	3,4
Am37	5	4,8,9,16,41

The table shows that the participants reported a large variety of different aims for the work they have undertaken with YOs. The most frequent answers offered by participants were to support YO with SEBD, to increase engagement, to identify and assess the YO's abilities and to work collectively with other agencies and adults involved. It must be noted that 10 participants provided more than one aim, 11 only provided one answer. It was felt by the researcher that by providing lines for the EPs to answer this question, it made it clear to the participants that they

could provide more than one aim. It is not certain whether the 11 participants who answered with only one aim understood that they could provide several aims or that in their experience they their work only had one aim.

4.2.6 Question 6 – What psychological theory informs your work?

The participants were asked what psychological theory informs their work. Although they answered in extended prose their answers have been summarised in the table below.

Table 9: Findings for Question 6 – What psychological theory informs your work?

Theory	Number of Participants	Participant Number
Solution Focussed	18	2,5,7,8,9,10,13,14,20,22,23,24,26,35,36,41,43,44
Person Centred Approaches	7	7,9,10,11,13,20,22
Narrative Approaches	3	4,13,41
Cognitive Behavioural Therapy	7	5,8,20,24,36,37,41
Motivational Interviewing	2	8,16
Mindfulness	1	11
Attachment Theory	2	18,41
Ecological Model	2	18,35
PACE Dan Hughes Approach	1	24

Personal Construct Psychology	6	2,4,35,41,42,44
Systems Theory	2	2,44
Positive Psychology	2	41,44
Authentic Warmth Model	1	2
A range of models	5	3,9,13,28,36
Behavioural	1	13
Psychodynamic	1	13
Developmental Lifespan Psychology	1	18
Neurodevelopmental Psychology	1	18
Social Constructionism	2	26,41
Interactionist Approaches	1	41
The Concept of Flow	1	44

The table shows that the participants highlighted 20 different psychological theories that inform their work with 5 participants suggesting that their work is informed by a range of models. The most frequently mentioned approach is Solution Focused Approaches mentioned by 18 of the 21 participants.

4.2.7 Findings for Question 7 – What techniques did you use?

The participants reported a large variety of different techniques they have used when working with young offenders. They mentioned Personal Construct Psychology (PCP) and Solution Focused approaches again in this section so it must

be highlighted that some participants regard PCP, for example, as a psychological theory, some regard it as a technique and some participants reported PCP as both.

Table 10: Findings for Question 7 – What techniques did you use?

Technique	Number of Participants	Participant Number
Personal Construct Psychology	4	2,4,10,28
Cognitive Maps and Schematics	1	2
Scaling	10	2,5,8,10,20,22,28,37,41,42
Consultation	3	3,22,26
Individual assessment	7	3,7,8,9,28,37,41
Narrative approaches	2	4,41
Target setting	7	5,10,14,28,36,37,41
Counselling techniques	2	5,9
Solution Focused Questions	5	10,14,26,41,44
Hypnosis	1	11
Positive Reframing	1	14
Non-Violent Resistance (NVR) (Community based initiative)	1	14
Family Centred Interventions	1	14
Motivational Change	1	16
Drawing	3	18,28,42

Cognitive Behavioural Techniques	2	18,20
Observation	1	26
Homework tasks	1	37
Video Interactive Guidance	1	41
Relaxation	1	20

The table shows that the participants are using a wide variety of techniques with young offenders. The most frequently reported technique is ‘scaling’ and then ‘target setting’.

4.2.8 Question 8 – Which techniques were most effective?

The participants offered a wide variety of techniques which they had found most effective when working with young offenders. Although the participants answered in extended prose, the table below summarises their answers.

Table 11: Findings for Question 8 – Which techniques were most effective?

Most effective technique	Number of Participants	Participant Number
Personal Construct Psychology	1	3
Relationship Building	1	2,35
Narrative Techniques	2	3,40
Counselling Techniques	1	4
Person Centred Techniques	2	8,10

Solution Focused Questioning	3	9,13,40
Systemic Analysis	1	13
Assessment	2	19,40
Scaling	2	21,40
Consultation	1	21
Self-Image Profile	1	36
Therapeutic Letter Writing	1	40
Drawing	1	41
Nonviolent Resistance (NVR)	1	13
Positive Psychology	1	40
Exploring Resilience	1	43

The participants reported different techniques which they had found most effective when working with young offenders. The most frequently given answer was solution focused questioning but there did not appear to be a technique which the majority of participants reported. It must be noted that participants 3, 7, 12, 22, 23 and 27 were unable to answer this question. This finding identified the different techniques used in the work of EPs with YOs. It also identified links to the psychology used by EPs reinforcing their unique role with the application of psychology to their practice – this will be explored further within the discussion.

4.2.9 Question 9 – Which techniques did you find least effective?

The participants were asked which techniques they found to be the least effective when working with the young offenders. Although they answered in extended prose, their answers have been summarised in the table below.

Table 12: Findings for Question 9 – Which techniques did you find least effective?

Least effective technique	Number of Participants	Participant Number
Multi-agency meetings	1	2
Making problems ‘within-child’	1	3
CBT	3	8,10,40
Techniques whereby the client has not accepted blame or is not empowered	1	13
Observation	1	25
Standardised assessment	1	35
Homework	1	36
Drawing	1	41
Exception Finding	1	43

The results showed several techniques that the participants felt were least effective but the most frequently answered question was Cognitive Behavioural techniques. Participants 12, 15, 19 were unable to answer this question and participant 19

reported that all of the techniques had helped the young offender. Participants 4 and 7 reported that whether a technique was least effective was dependent on the young offender.

4.2.10 Question 10 – How did you evaluate your work?

The participants were asked how they evaluate their work with the young offenders. Although they answered in extended prose, their answers have been summarised in the table below.

Table 13: Findings for Question 10 – How did you evaluate your work?

Evaluation method	Number of Participants	Participant Number
Self-report (by YO)	5	2,3,4,10,17
Attendance Rates	3	2,25,41
Increased Literacy Scores	3	2,3,8
Consultation Review with key adults	7	4,7,10,15,17,21,36
Engagement in Education	5	2,8,19,27,35
Reduction in offending custodial sentences	2	10,25
Reoffending rates	2	13,43
Parental Feedback	2	15,17
Resilience	2	17,19
Depression and Anxiety	1	17
Changes in attitude	1	17

Changes in Circumstance	1	17
Engagement of Parents with school or agencies	2	15,25
Emotional wellbeing	1	27
ASSET scores	1	40

The results highlighted that the participants evaluate their effectiveness in a variety of different ways. The most frequently given answer was through consultation reviews with the key adults who are involved. It must be noted that participants 6, 9, 12 and 22 were unable to answer this question.

4.2.11 Question 11 – Are you a member of a Youth Offending Team?

The 20 participants were asked whether they worked as a member of a youth offending team. The answers are summarised in the table below.

Table 14: Findings for Question 11 – Are you a member of a Youth Offending Team?

	Number of Participants	Participant Number
A member of a YOT	4	11,36,41,44
Not a member of YOT	16	2,3,4,5,7,8,9,14,16,18,20,22,24,26,37,42

The results show that 20% of the participants work on a Youth Offending Team and 80% are not members of a Youth Offending Team.

4.2.12 Research Focus Two - In their experience, what do EP's identify as being necessary for a successful relationship with the young offender?

This section will explore the results collected from the participant interviews for the qualitative section of the research.

4.2.13 Overview of themes and subthemes

As the researcher chose to do inductive thematic analysis, each and every aspect of the transcripts were analysed and coded. Eight participants took part in this section of the study. This was a purposive, non-probability, expert sample of EPs who had worked directly with YOs and had had a successful relationship with a YO (regardless of the outcome).

It was decided by the researcher that each participant's transcript would be analysed individually using thematic analysis. Once all of the eight transcripts were analysed and themes were identified, overarching themes of all of the 8 transcripts were identified and examined in the discussions section (see Chapter 5).

The reason why TA was conducted on each of the eight participants individually was in order for the researcher to include the participants in the analysis of their data. The participants could then support the researcher to create themes that reflected more of their meaning rather than the researcher making assumptions about what might have been meant. TA was then conducted on the entire data set to create final overarching themes.

Although the researcher decided to complete thematic analysis on each individual participant, it would have been unethical to discuss the background of each participant due to the small sample size and the significant possibility of the participants being identified. For the purpose of anonymity, the gender of each participant was deliberately altered. All participants and the young offenders they described will be classified as male throughout this entire research piece.

It must be noted however that of the 8 participants, 4 were male and 4 were female. Between them, the participants discussed an equal number of male and female

young offenders. The participants also covered a vast age range from the late twenties to early sixties.

References were also made throughout several of the interviews to the participants' own race, cultural background or religion and this information was anonymised. 5 of the 8 participants were main grade EPs and 3 were senior specialists. Of the 8 participants, 3 are members of YOTs within their borough.

The researcher also wanted to include the participants in as much of the process of TA as possible as the participants' experiences and individual differences would have had an impact on the data (Collins, 1986; Frank, 2000; Hooks, 1989).

The table below summarises the number of themes that emerged from each of the participant's data sets.

Table 15: The number of themes that emerged from each data set

Data Set (participant number)	Number of Themes
Participant 1	6
Participant 2	8
Participant 3	7
Participant 4	7
Participant 5	5
Participant 6	5
Participant 7	6
Participant 8	6

It was felt by the researcher that the themes identified by each participant should be presented within the appendices as opposed to the main body of the text (See Appendix 6). This was due to the researcher wanting to place emphasis on the final overarching themes but ensuring that the richness of the original themes was not lost. The original 50 themes are presented in the following figures.

In order to not over complicate figures 8 and 9 and to ensure the figures are readable, two figures were created, the first (see figure 9 on the following page) detailing all of the themes identified by participants 1 to 4 and the second (see figure 10) detailing all of the themes identified by participant 5 to 8.

Below details all of the themes identified by participants 1 to 4.

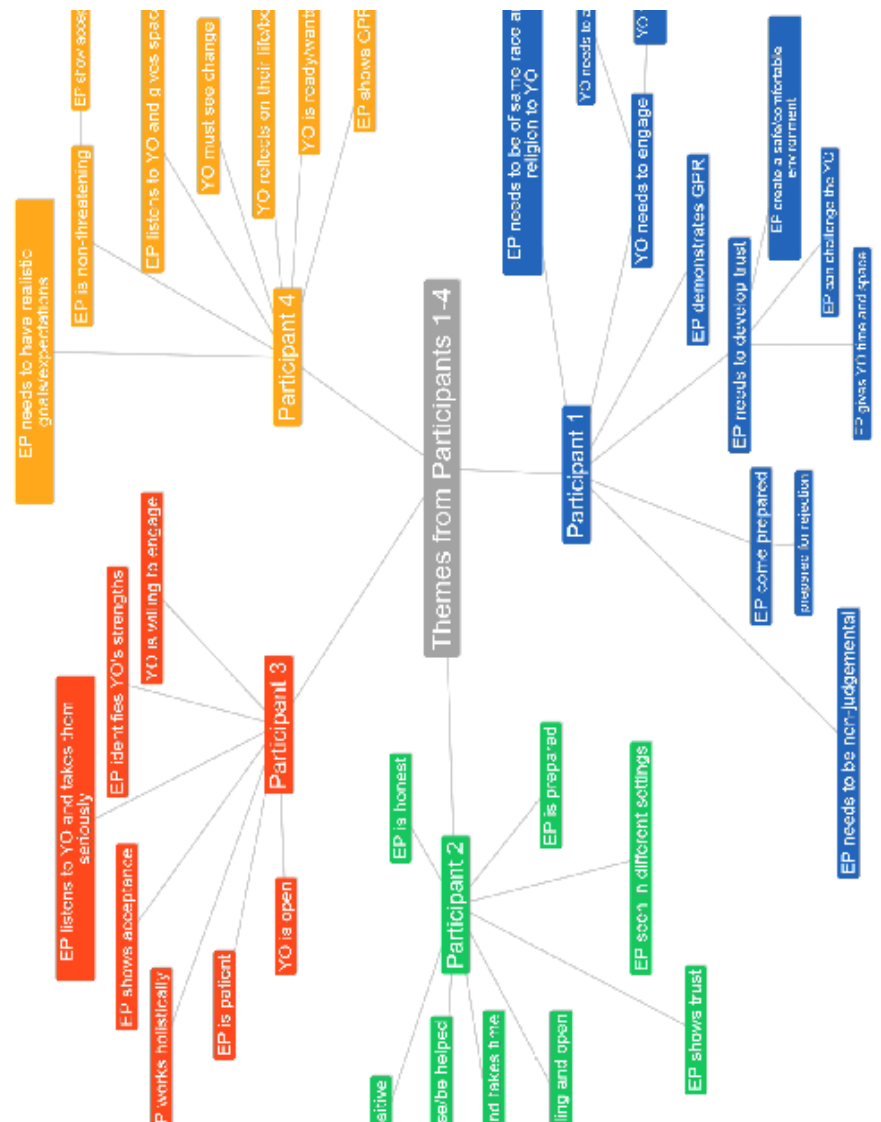


Figure 9: All of the themes from participants 1 to 4

Below details all of the themes identified by participants 5 to 8.

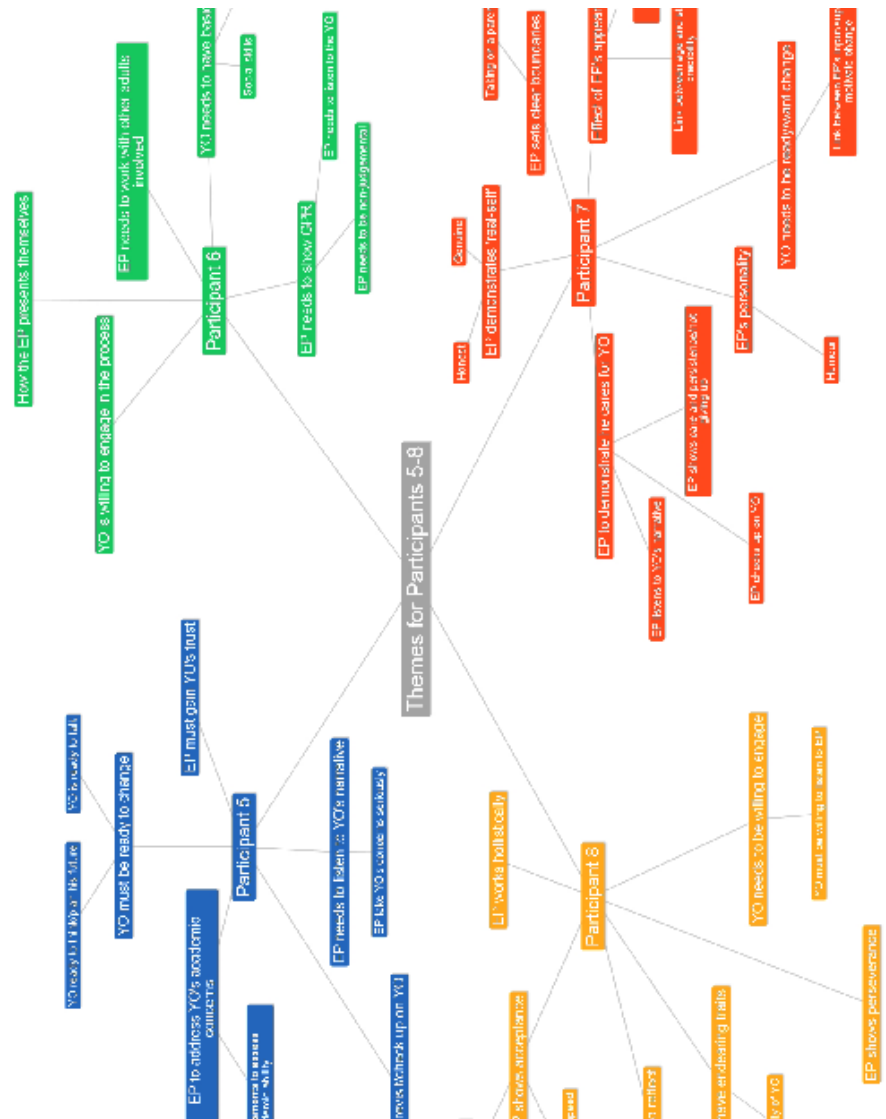


Figure 10: All of the themes identified for participants 5 to 8

4.3 Final overall thematic analysis to develop overarching themes

Once the thematic analysis had been completed on all of the eight participants and themes were identified for each of the participant's data sets, all of the themes were brought together in order to identify whether there were any relationships between them. All of the original themes were grouped together to form thirteen overarching themes.

Once the thirteen overarching themes were identified, it was decided by the researcher to separate out the themes that appeared to the researcher to be specific to the YO and those themes that appeared to be specific to the EP. This decision was influenced by Roger's (1957) and Dennis' (2004) research, which in the researcher's view, created a clear message of the importance of both the helper (EP) and client (YO) in the relationship. This in turn would assist in developing more understanding of the specific relationship between the EP and the YO. The 13 overarching themes are presented in the table below:

Table 16: The final 13 overarching themes

The relationship is more likely to be successful if the Young Offender:	The relationship is more likely to be successful if the Educational Psychologist:
Is able to reflect	Is able to work holistically and with all of the relevant adults (including parents)
Engages in the process/wants change	Is able to show genuine positive regard <ul style="list-style-type: none"> • Acceptance • Non-judgemental
Has good basic skills <ul style="list-style-type: none"> • Academic skills • Social skills 	Has positive personality traits
Has endearing personality characteristics	Is able to set clear boundaries
	Is prepared for all outcomes
	Is genuine/honest
	Is able to use assessment to identify the YO's areas of strength or need
	Has a certain appearance preferred by the YO. <ul style="list-style-type: none"> • Common value system
	Is able to take the time and give the YO space.

The above table identified 4 overarching themes that identified characteristics that are specific to the YO and 9 overarching themes that identified characteristics that

are specific to the EP. The themes in the present study were separated into those that were specific to the YO and those that were specific to the EP.

Figure 11 was created in order to demonstrated the 4 themes specific to the YO and the 9 specific to the EP with more clarity.

The 12 overarching Themes that are necessary for a Successful Relationship between an EP and a YO



Figure 11: The 13 overarching themes

4.4 Overarching themes that emerged with regards to the Young Offender

The analysis helped to determine that there were four overarching themes that were created that were specific to the YO.

The relationship between an EP and a YO is more likely to be successfully formed if the YO:

4.4.1 Is able to reflect

Three candidate themes were drawn together to create this final theme:

- The YO needs to be able to reflect on his behaviour – Participant 4 – theme 4
- The YO must be able to see change – Participant 4 – theme 2
- The YO needs to reflect – Participant 8 – theme 6

This theme aims to be the umbrella term used to describe how the YO has reached a point in his life where he is ready to accept responsibility for his behaviour and, with the EP, look back over such behaviours and explore and understand why they were not the correct/socially acceptable things to have done. This characteristic is perceived as necessary in order for the YO and the EP to successfully form a relationship. Within this theme the participants suggested that the YO needs to be able to see the change that has occurred. By reflecting on their behaviour and their previous perceptions, they should be able to see that their current situation in terms of their outlook or perceptions is different to what it was. Participant 8 reported:

“It did feel like we made progress because he was sort of good at thinking and reflecting about how to move things on and do things differently.” (Lines 4-6)

Although for Participant 4, theme 2 is entitled ‘the YO must be able to see change’ rather than anything about reflection, it was felt that when reading the participant’s transcript back the participant was talking about change within the context of reflection. The participant stated:

“And sometimes start off and I say “I am going to only see you six times over the next six weeks so then I will recap everything we have done up until now.” So it is

like, remember when we started it is like this and then it is this and now we are going to move forward and next week it is going to be. So they actually see things changing, that they are effecting change. And they have to believe that they are effecting change.” (Lines 66-71)

In response to this confusion felt by the researcher in terms of whether to group this theme within ‘the YO needs to be able to reflect’ or ‘the YO engages in the process/wants change’ the researcher discussed this with the participant. The participant explained that although they were talking about the ‘change’ they meant it in terms of the YO seeing their change or progress through reflection. When asked by the researcher whether the original statement should have been coded as ‘the YO needs to be able to reflect’, the participant rejected the need for any changes to be made.

4.4.2 Engages in the process/wants change

Nine themes were drawn together to create this overarching theme:

- The YO needs to be willing/open – Participant 2 – theme 7
- The YO needs to be open – Participant 3 – theme 3
- The YO needs to be ready for/want change (link between the EP’s input/support to motivate change) – Participant 7 – theme 5
- The YO needs to be willing to engage – Participant 3 – theme 6
- The YO wants to please/be helped – Participant 2 – theme 4
- The YO needs to be ready/want change – Participant 4 – theme 5
- The YO needs to be willing to engage (willing to listen to the EP) – Participant 8 – theme 3
- The YO needs to engage (attend sessions, be willing/want to take part/change) – Participant 1 – theme 5
- The YO is willing to engage in the process – Participant 6 – theme 1
- The YO must be ready to change (ready to talk, ready to think/plan his future) – Participant 5 – theme 2

This overarching theme aims to be the umbrella term used to describe how the YO needs to engage in the process and want change for themselves. The YO needs to have reached a point in his life where he is ready to engage with the EP. This readiness shows the YO is willing to engage in the process and that he wants to change. The participants suggested that the YO needs to be ready or at the point where he understands the need for change. It is at that point that he may aim to please the EP, be ready to talk openly, begin to plan his future and ultimately successfully form a relationship with the EP. Participant 2 explained:

“Erm there was a willingness on his part and I think that was helpful. But I think the willingness was about him knowing there was a need.” (Lines 64-66)

4.4.3 Has good basic skills (academic and social skills)

- The YO needs to have basic skills (academic and social communication skills) – Participant 6 – theme 4

This overarching theme aims to encompass the idea that the YO needs to have some good basic skills. The theme aims to cover the YO’s academic skills and social communication skills. Participant 6 spoke about the YO’s academic skills and how there was a level of cognitive ability that really supported the YO and how he had strengths in literacy and numeracy. The participant reported:

“I also think he was in a place where he was able and capable of envisioning a place in the future that was more positive. I think as well he had certain other skills... literacy and numeracy, things like that. There was a level of cognitive ability that really supported and helped him.” (Lines 35-38)

The same participant described the YO as having a great social awareness and described how important this was. The participant identified:

“I think that he was very articulate so the kind of things that you normally associate, I think for him, they were strength factors that he had those skills.” (Lines 38-40)

The participant went on to elaborate:

“I think in a way you also had, and this is probably another within child factor, a great deal of social awareness and he was very very skilled in that area.” (Lines 61-62)

4.4.4 Has endearing personality characteristics

- The YO needs to have endearing traits (vulnerability) – Participant 8 – theme 4
- The YO needs to have basic skills (social interaction and communication skills) – Participant 6 – theme 4

The participants identified how if the EP perceived the YO to have endearing personality characteristics, this would have an impact on the successful formation of the relationship. Participant 8 for example, described the YO as “*vulnerable*” or that “*he couldn’t harm a fly*” (Line 41). This made participant 8 “*feel sorry*” for the YO and “*drew people to him*” (Line 33). For Participant 6 on the other hand, he described the YO as a “*cheeky happy*”.

Participant 6 explained to the researcher that the YO’s ‘vulnerability’ impacted on the formation of a relationship with the EP in a successful way. For Participant 8, the fact the YO was perceived as confident and “*cheeky*” had an impact on the formation of a relationship between the YO and that EP.

The researcher found that naming this overarching theme was one of the most challenging aspects in the process of the thematic analysis. Participants 6 and 8 used a number of adjectives to describe the YOs they had worked with. Participant 8 spoke in contrast to participant 6 by referring to the YO’s vulnerability whereas participant 6 spoke more about the YO’s confidence. Although participant 6’s conversation appeared to be about the YO needing to have basic skills, referring to their social interaction and communication skills, it was felt by the researcher that participant 6 described the presence of certain confident characteristics as endearing.

There were further discussions between the researcher and the peer group of other TEPs and EPs about this conclusion. The researcher and the peer group were mindful as to not make inaccurate assumptions about whether to group these themes from participant 6 and participant 8. In order to seek clarity on the participants' views, the researcher returned to participants 8 and 6 to involve them in this process.

Participant 8 proposed the term 'endearing' to describe the characteristics he identified as specific to the YO. Participant 6 spoke in depth about how the YO he had described was "cheeky" and "confident". He explained how, for this YO, these characteristics were helpful for the formation of their relationship as the participant liked them and they inspired affection from the EP for the YO. The participant explained how he "warmed" to the YO because of the YO's personality. Both participants described how they liked the YO's personalities. It was therefore decided that certain personality characteristics specific to the YO were preferred, liked and aspired affection by the EP and that these characteristics had an impact on the successful formation of the relationship. The term 'endearing' was deemed to be the most suitable word to describe these personality characteristics in order to encompass the participants' views.

4.5 Overarching themes that emerged with regards to the EP

Although four overarching themes were identified (as mentioned) that were specific to the YO, nine overarching themes emerged that related specifically to the EP. These themes will be explored below.

The relationship is more likely to be successfully formed if the Educational Psychologist:

4.5.1 The EP is able to work holistically and with all of the relevant adults (including parents)

- The EP needs to work with the other adults involved – Participant 6 – theme 3
- The EP is seen in different settings – Participant 2 – theme 1

- The EP needs to work holistically (systems and with other adults – EP needs to be flexible) – Participant 3 – theme 4
- The EP needs to work holistically (with other professionals) – Participant 8 – theme 1

This overarching theme aims to identify how the EP ‘working holistically’ may be a necessary characteristic for successful formation of a relationship between the EP and YO. By using the term ‘holistically’ the researcher aimed to describe how participants reported how they have worked ‘multi-systemically’: within different systems such as the school system, the home system and the YOT system etc. The EP works within the constraints of the YO’s systems whilst being flexible and adapting their practice where possible to meet the needs of the YO, meeting them at home for example if the YOT is geographically based within an opposing gang’s territory, for example (Participant 3). Participant 6 described how:

“You need to work closely with colleagues and listen to what your colleagues are saying.” (Lines 69-70)

4.5.2 Is able to show genuine positive regard

- The EP needs to demonstrate a genuine positive regard for the YO – Participant 4 – theme 6
- The EP needs to demonstrate a genuine positive regard (The EP is seen in different settings and with different professionals) – Participant 1 – theme 6
- The EP needs to demonstrate that they care for the YO (listening to the YO’s narrative; showing care and persistence/not giving up; EP checking up on YO) – Participant 7 – theme 1
- The EP needs to revisit and check up on the YO – Participant 5 – theme 5

4.5.2.1 Subtheme within this overarching theme: Acceptance

- The EP needs to demonstrate acceptance (be non-judgemental; EP must speak on YO’s level/speed) – Participant 8 – theme 2

- The EP needs to demonstrate acceptance (non-judgemental) – Participant 3 – theme 5
- The EP needs to be non-threatening (demonstrate acceptance) – participant 4 – theme 3

4.5.2.2 Subtheme within this overarching theme: Non-judgemental

- The EP needs to be non-judgemental – Participant 1 – theme 2

This overarching theme is one that will be discussed at greater length within chapter 5. It aims to demonstrate that ‘genuine positive regard’ may be a necessary characteristic for the successful formation of a relationship between an EP and a YO. Elaborating upon ‘genuine positive regard’ the participants explained that the EP needed to show genuine care for the YO, listening to the YO’s narrative and perceptions. Participant 7 reported:

“Always let them see that you care about them and you care about what happens. Ask lots of questions about them as a person and take lots of interests about them as a person. Take lots of interests about them as a person, on a personal level.”
(Lines 37-40)

Within ‘genuine positive regard’, the EPs included persistence, not giving up when working with the YO. Participant 7 for example explained:

“And I had to get it clear to him that I wasn’t going to give up on him.” (Lines 8-9)

By revisiting the YO after the direct work had been completed or checking in on them outside of the direct work, all demonstrated genuine positive regard. Participant 7 went on to state:

“And you know, someone who was actually going to check up on him, he wanted to be checked up on.” (Lines 25-26)

The participants also spoke about the EP needing to demonstrate acceptance and being non-judgemental. There are overlaps within the original themes whereby the participants used the terms interchangeably but, as mentioned, this will be discussed further in chapter 5.

The participants highlighted that, in order to demonstrate genuine positive regard, the EP needed to demonstrate acceptance (taking the YO as they were) and being non-judgemental (not judging the YO).

4.5.3 Has positive personality traits

- The effect of the EP's personality (humour) – Participant 7 – theme 6
- The EP is being positive – Participant 2 – theme 5

This overarching theme describes how the participants perceived that 'positive personality traits of the EP' may have been necessary characteristics for a successful relationship between the EP and the YO. The term 'positive personality traits' was chosen after discussions between the researcher and participants 2 and 7.

Participant 7 explained to the researcher that the use of humour was something they found had been useful and they perceived it to be seen as 'positive' or liked by the YO. When the researcher was attempting to create an overarching theme for this group, Participant 7 explained that he found 'humour' to be an "affirming characteristic liked by the YO". Participant 2 explained to the researcher how when he was "positive" the YO appeared to respond well to this. The researcher then chose to call this over-arching theme 'positive personality traits' as both 'humour' and 'being positive' are both personality traits and in the Participants' opinions they were received positively by the YO (Peterson, and Seligman, 2004).

Participant 7 for example stated:

"Definitely your sense of humour." (Line 43)

Participant 2 spoke about the impact of his personality on the chances of a successful relationship and he quite distinctly stated:

"Be positive" (Line 18)

At first glance, there appears to be links between this theme and 'the YO needs to have endearing personality characteristics'. However, after extensive discussions between the researcher and the EPs who worked within the EPS where the

researcher was based, it was felt that these were two separate themes. The theme regarding to the YO about ‘the need for the YO to have endearing traits’ focuses more on how the EP feels a connection to the YO’s personality traits: a similarity perhaps. The current theme about the ‘EP needs to have positive personality traits’ was deemed different as it did not suggest that there were similarities between the EP and the YO but that certain characteristics such as humour or being positive may have been necessary for a successful helping relationship.

4.5.4 Is able to set clear boundaries

- The EP needs to have realistic goals and expectations – Participant 4 – theme 7
- The EP needs to have an ability to set clear boundaries (EP takes on a parenting role) – Participant 7 – theme 3

This overarching theme aims to identify that ‘setting clear boundaries’ may be a necessary characteristic for a successful relationship between the EP and the YO. This theme tries to describe how the EPs needed to set clear boundaries and realistic goals, sometimes needing to take on parenting roles, in terms of laying out boundaries that have not been set at home. Participant 7 stated:

“And I actually found myself getting really tough with him and setting really strong boundaries.” (Lines 3-4)

He went on to make a link between the clear boundaries and a parenting role suggesting that he needed to make these boundaries as they were not clear within the YO’s home. He stated:

“I don’t think he had a father figure at the time so I think somehow that’s what he needed at the time.” (Lines 13-14)

“And I think in a sense he needed a bit of parenting and I think it was those main things.” (Lines 34-35)

4.5.5 Be prepared for all outcomes

- The EP needs to come prepared (prepared for rejection) – Participant 1 – theme 1
- The EP needs to be prepared – Participant 2 – theme 8

When clear boundaries and rules are set, the EP needs to be prepared for different possible outcomes, such as success and failure. With failure, may come rejection, so the EP needs to be prepared for rejection and to manage their emotions appropriately. Participant 1 reported:

“Be prepared for you session, about what you are going to achieve and where you are going to take it. Initially it has to have a thread because then you can get lost in why you are meeting and that is quite crucial.” (Lines 135-138)

4.5.6 Is genuine/honest

- The EP can demonstrate their ‘real self’ (genuine; honest) – Participant 7 – theme 2
- The EP demonstrates trust - Participant 2 – theme 3
- The EP demonstrates honesty – Participant 2 – theme 6
- The EP must gain the YO’s trust – Participant 5 – theme 3
- The EP needs to develop trust (Once there is trust then the EP can challenge the YO; The EP needs to give the YO time/space; the EP needs to create a safe/comfortable environment) – Participant 1 – theme 4

This overarching theme aims to describe how the participants perceived that being genuine and honest were characteristics that may be necessary for a successful relationship between the EP and YO. Within this theme, participants described the need for the EPs to develop trust, being honest about their ‘real self’ not just pretending to be ‘street’ or something they are not. The participants talked about how one can create a safe and comfortable environment if they have been genuine and honest. Participant 7 stated:

“There is no point trying to be street or trying to be something you are not because I have found that they always see through that.” (Lines 36-37)

4.5.7 Is able to use assessment to identify the YO’s areas of strength or need

- The EP needs to help the YO identify their strengths – Participant 3 – theme 2
- The EP needs to address the YO’s academic concerns (not just behavioural) (use of assessment to assess the YO’s academic ability) – Participant 5 – theme 1

This overarching theme describes how the participants perceived the use of assessments by EPs, to identify the YO’s areas of strength or need, may be a characteristics necessary for a successful relationship between the EP and the YO. Participant 3 talked about the need to identify the YO’s strengths and participant 5 drew interesting links to the need to use standardised assessments to measure their cognitive or academic ability. Participant 5 described how he was able to identify that the YO had literacy difficulties and how helpful this was to helping the YO to identify possible reasons why he had disengaged from education. The participant talked about how he was able to support the YO in terms of his literacy development to help him to move forward. Participant 3 stated:

“I think with a YO they have experienced so many negativity in their experience to date so I suppose the main thing to do is to help them to identify what has worked, what their strengths are, what their resources are, for them to take forward and you can only do that by listening to them.” (Lines 49-53)

4.5.8 Has a certain appearance preferred by the YO.

- How the EP presents himself – Participant 6 – theme 2
- The effect of the EP’s appearance (race and street credibility; age and street credibility) – Participant 7 – theme 4

4.5.8.1 Subtheme within this overarching theme: Common Value System

This subtheme refers the EP perceiving that their externally observable physical appearance impacted on the successful formation of the relationship with a YO due to the YO perceiving that they may have similar values and belief systems.

- The EP has the same racial/religious background to the YO – Participant 1 – theme 3
- How the EP presents himself/herself – Participant 6 – Theme 2

The overarching theme will be discussed in greater depth during chapter 5. This theme (4.5.8) describes how the participants perceived characteristics relating to their own physical appearance appeared to be necessary for the successful formation of a relationship with a YO. The theme aimed to describe how the EPs perceived that the YOs had preferred different aspects of the EP's physical appearance and individual differences. The perceived impact of the EPs' age and race were mentioned, and through discussions with the participants who mentioned these characteristics, the participants explained that they felt judgements were made by the YOs based on impressions of the externally observable characteristics of the EP. The EPs did not suggest that their externally observable characteristics, such as age or race, were perceived to be preferred by YOs due to a commonality between the EP and YOs.

The EP's race and age were reported as enhancing the success of the relationship. Links were also drawn between race and age and the idea that the YO may have perceived the EP as having an increased 'street credibility'.

Links were explicitly made between race and the success of the working relationship with Participant 7 reporting:

“It might have possibly been my colour, you know getting into the whole street thing.” (Line 15)

And he went on to reiterate:

“Or my colour shall we say that helps” (Line 17)

Participant 6 made links between race and the success of the working relationship, when talking about their job role stating:

“It is really hard to do it if you are posh and (a race) and middle-class in the main.”
(Line 101)

“I was fair I looked fairly young, so it might have been a mixture of my youth.”
(Lines 16-17)

The subtheme of a perceived ‘common value system’ emerged at a later stage in the process of thematic analysis when it was realised that the participants were suggesting that not only did they perceive the YOs were making a judgement on the EP’s appearance, but that the YO might be preferring certain appearances due to a perceived common value system.

Participant 1 reported:

“This might be something that may not be relevant in all cases but I think he related to me because he was also a (Religion is stated) young man. And there were certain aspects of his religion that I knew and I could just talk to him about the conflict about certain things that he was doing and how it would be interpreted in his faith and he could talk about that in a very comfortable manner. I could question that.” (Lines 49-54)

The EP’s perceived socio-economic class, exhibited by the EP in how they spoke or conducted themselves, was also suggested as having an effect on the success of the relationship.

Links were also made within Participant 7’s transcript that, like Participant 6, identifies how the EP was aware of the impact of their social status. He reported:

“I wasn’t being as posh as I normally am, so maybe that was a bit of it.” (Lines 15-16)

This theme was one that was discussed at the greatest depth with the researcher’s colleagues at the EPS and the researcher’s academic tutor. The discussions took place as there was a view that the findings within this theme were possibly contentious. However the majority view and the view held by the researcher was

that the participants made clear and unquestionable links between religion and promoting a successful working relationship (Participant 1).

4.5.9 Is able to take the time and give the YO space.

- The EP needs to demonstrate patience (work at the YO's speed/pace; EP needs to persevere) – Participant 3 – theme 1
- The EP needs to listen to the YO and take their concerns seriously – Participant 3 – theme 7
- The EP needs to be flexible, patient and take time – Participant 2 – theme 2
- The EP must listen to the YO and give him space – Participant 4 – theme 1
- The EP needs to demonstrate perseverance – Participant 5 – theme 5
- The EP needs to listen to the YO's narrative (Take the YO's concerns seriously) – Participant 5 – theme 4

This overarching theme aims to describe how the EP taking the time and giving the YO space may have an impact on the chances of a successful relationship with a YO. This theme covers how the EP needs to take the relationship slowly with the YO, being patient, not rushing the YO to engage before they are ready. It is about going at the YO's pace in terms of when they are ready to talk. The EP must not give up but just listen to the YO and build the relationship gradually. Participant 2 reported:

“Be patient, don't assume that you will get to know that one person and everything is going to be okay from the first time you see them.” (Lines 83-85)

4.6 Summary

This chapter aimed to present the findings of the current study in regards to the two research questions. The findings gathered from the interviews were used to identify the EP's perceptions about various aspects of their practice. After the findings were gathered using thematic analysis of the interview data, they were represented within figures 8 and 9 (detailed in full within Appendix 6). Thirteen

final over-arching themes were then identified, that represented all of the themes from the 8 participants. The next chapter will aim to discuss these findings in line with previous and current research and to critically evaluate the present study. Further research opportunities and links to and impact upon the EP profession will be explored.

CHAPTER 5 - DISCUSSION

5.1 Summary of the Discussion

This chapter relates the key findings of this research to the previous literature on the role of the Educational Psychologist with Young Offenders and the characteristics that are perceived to be necessary for the successful formation of a relationship between an EP and a YO. This chapter explores the implications of the current research for the practice of EPs in England. It also aims to undertake a critical exploration of this research, identifying the strengths and limitations. The chapter will then set out further research that may be required within this field, followed by a concluding section with the researcher's personal reflections on the research process.

This chapter will remind the reader of the findings whilst reporting them in line with research stated within the previous chapters or highlight links to current research if necessary. The chapter will look at each phase of the research separately, looking firstly at the findings and implications of Research Focus 1 and then at Research Focus 2.

5.2 Research Focus 1 – What work have EPs in England done with YOs in the previous year?

This section will aim to look at the findings that were reported within the quantitative section of this research and explore them in line with previous research. It must be noted that only 47 EPs took part in this section of the research, 27 of which reported that they hadn't worked directly with YOs during 2011-2012 and only 20 reported that they had. Therefore 47 participants completed only questions 1-3 and 20 EPs completed the entire questionnaire. The researcher accepts that, due to the sample-size, it is not possible to draw accurate assumptions that can be generalised to the entire EP profession or to identify implications nationwide. These findings can however, add to existing research and identify and

explore the work that the EPs in the current study have done with YOs during 2011-2012.

The findings from this research have identified that the majority of the participants who took part in the questionnaire phase of the research were main grade EPs (64%) followed by 21% of participants identifying themselves as senior EPs. The majority of participants identified themselves as working in an EPS based in an inner city (38%), followed by 28% in a large town and 17% in the suburbs. Interestingly 43% of the participants said they have worked with YOs within the academic year of 2011-2012 whereas 57% reported that they had not. This finding is higher than that reported by Farrell et al (2006).

Looking closely at the findings, only 5 participants who identified themselves as working within inner cities reported that they have worked with YOs during 2011-2012. This was in contrast to the 13 other participants who identified themselves as working in inner cities and having not worked with YOs during the same time period. The majority of the EPs who have worked with YOs during 2011-2012 identified themselves as working within an EPS based in a large town.

According to the Dimond, Floyd and Misch (2004) crime rates are higher in cities and industrial towns. Dimond et al (2004) discussed in depth how there is an over representation of black YOs and other ethnic minorities living in cities and urban areas as opposed to rural settings. Dimond et al (2004) explained the relationship between the higher crime rates amongst different minority groups and the geography of where they live by discussing the social differences between races. They ascribed the association between geography and race/religion to the links between living conditions, family sizes, marriage rates and/or to having a lower income (Modood, Berthoud, Lakey, Nazroo, Smith, Virdee, and Beishon, 1997).

Dimond et al (2004) identified how due to the younger age structure of ethnic minority groups living in inner cities within the United Kingdom, there are a higher number of 10-17 year olds from ethnic minorities in comparison to the 'white' population, leaving them more susceptible to the risk factors found in inner city or urban areas. As Dimond et al (2004) emphasised the point that crime is higher in cities and industrial towns as opposed to rural areas, it is interesting that the current study has identified that the majority of EPs who work in inner cities have not

worked with young offenders in the year 2011-2012. It is unclear as to whether this reflects the lack of youth crime in those cities, or a failure of other agencies or professionals in terms of their understanding of the value of EP involvement with YOs.

Looking at the results for the rest of the questionnaire reported by the EPs who have worked directly with YOs in the year of 2011-2012, the findings suggest that the majority of the EPs in this study's work was commissioned by the school and by the YOT. It is interesting therefore, that within Kelly and Gray (2000) report which looked at the current role of the EP; there was no mention from the school's perspective about the role of the EP with YOs. If the current study suggests that, along with YOTs, schools are the main source of commissioned work with YOs, it is surprising that Kelly and Gray's participants did not identify any links between EPs and YOs or with YOTs.

Looking at the aim of the work of the EPs, the findings support the findings of Farrell et al (2006) and suggest that the majority of EPs in this study were involved in working with YOs with SEBD, to increase engagement and attendance, to identify the YOs learning/ability levels and to reduce offending. The previous literature indicated how the AEP (2010) and Rylie (2006) had reported the role of the EP in identifying the YO's cognitive or learning needs and Kelly and Gray (2000) drew links between EPs and young people with emotional and behavioural difficulties. The findings in the present study highlight the additional role of the EP in improving attendance and engagement.

Looking at the participant's view of the psychological theory that underpins their work with YOs, unlike the findings of Boyle and Launchlan (2009), the majority of EPs reported that they are using solution focused approaches to inform their work. This supported the findings identified in the literature review from Ajmal and Rees (2001), Durrant (1993), Lindfross and Magnusson (1997), Redpath and Harper (1999), Rhodes and Ajmal (1995) and Seagram (1997). The participants in the current study identified the use of solution focused techniques such as scaling and solution focused questions or techniques such as target setting with YOs. This finding links the psychology used by EPs to their unique role and contribution. It

links with the overall research questions as it identifies what informs the work the EPs have done with YOs during the previous year.

As mentioned, the literature suggests that solution focused approaches are becoming increasingly used and preferred by EPs (Ajmal and Rees, 2001; Durrant, 1993; Redpath and Harper, 1999; Rhodes and Ajmal, 1995). Studies have also identified the efficacy of solution focused approaches with YOs (Lindforss and Magnusson, 1997; Seagram, 1997). Therefore it is not surprising that the majority of the participants in this study identified solution focused approaches as the psychology that underpins their practice and the preferred technique they use with YOs. The use of solution focused approaches and the identification of other approaches that underpin the EP's work, helps to identify the EPs' unique contribution to the work with YO. Unlike the work undertaken by Specialist Teachers or other professionals for example, the work undertaken by EPs is informed and influenced by psychology and this psychology is applied in their practice. This finding appears to contradict the findings of Boyle and Launchlan (2009) who suggested that the EP profession has moved away from the application of psychology and psychological approaches. Although the sample-size is small in the current study, it is interesting that the findings suggested that EPs are applying psychology and psychological approaches.

Looking at the following question that asked participants which of the techniques they found most effective, surprisingly only three out of twenty participants reported 'solution focused questioning' and two reported 'scaling'.

In order to interpret these results, one begins to question why 18 participants reported that solution focused psychology underpins their work and 15 participants highlighted that they use scaling and/or solution focused questioning when working with YO yet only 5 participants found them to be the most effective. Thinking of the borough within which the researcher is based, the preferred model of practice used by the EPS is one that incorporates solution focused approaches. The consultation model used, the way in which reports are written and how the statutory process is reported are all informed by a solution focused orientation. Kelly and Gray's (2000) report on 'The Current Role, Good Practice and Further Direction' even reports the school's perspective of how they value and want more solution

focused approaches to be used by EPs. Kelly and Gray (2000) also found this perspective to be true of the EPs within their research.

Assuming that for a participant within the present study, who may work as an EP within an EPS which promotes and requests the use of solution focused approaches, they may be working under the external constraints of their EPS's preferred model of practice rather than their own. This could explain their use of solution focused approaches even though they do not value its efficacy. Without further research and questioning of the participants however, it is not possible to make this assumption with great confidence.

Looking at how the participants identified that they evaluated their work, it was interesting to see that there was not a considerable amount of agreement and the answers were very varied. Surprisingly only one of the participants reported that they used ASSET to evaluate their work. Although Paylor (2011) put across a convincing description of the uses of ASSET, the majority of participants in the present study used consultation reviews, measuring engagement at school or self-reports from the YOs to evaluate their practice. As discussed in the literature review (section 2.3.3), a significant minority of EPs work on YOTs and therefore are less likely to use, have access to or have knowledge of the possible uses of ASSET (Farrell et al, 2006; Rylie, 2006). Therefore this finding may have links to the EP's EPS suggesting that EPSs that have a relationship or presence on a YOT may have a different knowledge and understanding of how to measure the impact of their work or they may have to take account of the YOT's method for measuring service wide impact. Therefore, when looking back at the raw data for the participant who proposed that they used ASSET to evaluate their practice, it was found that they also worked as an EP on a YOT. This could explain their use of ASSET.

This finding is also interesting as it could support the views proposed by Rylie (2006) about how difficult it is to measure a professional's impact on a YO's life due to the risk and situational factors that an EP cannot control. The results in the current study suggest that for the EPs in this study they too struggle to measure the impact of their work with YOs in concrete quantitative ways. The EPs chose more subjective measures such as consultation reviews and self-reports both based on the

perspectives of others. Although some EPs measured their work due to the YO's level of engagement post-involvement. These findings support the views put forward in section 2.3.3 about how EPs have not yet reached a conclusion about an agreement of how to measure the impact of their work. As Glasser (1998, 2000) proposed, without developing a relationship with a YO the chances of achieving any other measureable outcome would be very difficult. He suggested that the purpose of involvement with YP is to develop a relationship and to become that 'warm and responsible adult'. It could be possible for the EPs in this study that this phenomenon had been considered.

Of all of the 20 participants who reported having worked with a YO during 2011-2012, only 4 are members of a YOT. The 4 participants who were members of a YOT identified themselves as: 2 within an EPS in a large town, 1 in a suburban EPS and 1 within an inner city. It is again notable that there was not a greater prevalence of EPs working with YOs who were part of YOTs within inner cities.

5.3 Implications of the findings for Research Focus 1

Due to the small scale of the current study, it must be noted that it is unlikely the findings will have implications for the entire EP profession. The findings can however provide an initial review of EP practice linking to the EPs who took part in the study.

Looking at the answers submitted in the online questionnaire, a number of findings are interesting and can fuel debate amongst interested parties in the EP profession. As the findings did not identify a relationship between the number of EPs who work on YOTs and the number of EPs who are based within inner-city EPSs this could suggest that there is a shortage of EPs specialising in this field within the most needy of geographical locations. The current research can be used in addition to the existing evidence base to be presented to all EPSs to identify the possibility of a shortcoming in having an EP within each borough that specialises in youth offending.

Another interesting finding from the current study identifies that for these EPs, the majority of their work was commissioned primarily by schools and then by YOTs. The implications of this finding could fuel debate about the need for EPs to support school staff through training and professional development to help them to understand and support their pupils who are also YOs. As, in the current study, the majority of YO cases are being referred to the EP from schools then there is reason to believe that schools require the support to include this section of our young society and view them as another aspect of their SEN. To ensure successful inclusion of YOs in their mainstream schools, EPs (not just those on YOTs) might benefit from professional development training to develop their understanding of the psychology underpinning their work with young offenders. As the findings have not identified that the majority of EPs (who have worked with YOs) are on YOTs, there is no reason to believe that only the EPs on YOTs require such training, supporting the views proposed by Ryrie (2006): working with YOs is not a specialist position.

The findings in the current study suggest that the main aim of the EP work commissioned by education providers has been with YOs with SEBD, to increase engagement, increase attendance, to identify the YO's learning and ability levels and to decrease offending. This finding could fuel debate amongst interested EPs as it can identify the components of the EP's role with YOs that were prioritized by schools. EPSs can use this finding, along with an additional evidence-base, to ensure that they continue to provide this support or to give schools the understanding and opportunity to utilize their EPS in this way, if they have not had the opportunity already to do this.

The findings suggest that the psychological approaches and techniques that underpin the majority of EP's work with YOs are that of solution-focused. Although the participants did not identify solution-focused approaches as being as effective, the implications of this finding might suggest the need for continued professional development of the uses of solution-focused approaches between EPs and YOs.

The most interesting finding that came up from this section of the research was that there was no relationship or consensus in how the EPs evaluate their work. In a

world where most EPSs are moving towards a traded model, it is notable that of all the participants that completed this section of the questionnaire, no general theme or common methods arose in how they chose to evaluate their practice. The implications of such a finding could fuel serious debate as it suggests that focus needs to be paid to this particular area in order to develop a recognised and widely accepted method of evaluating the EPs input. If it is assumed that measuring the impact of the EPs work with YOs is different and more challenging than measuring the impact of the EP's general work with other YP due to the risk and situational factors in a YO's life, then more research should be focused on this. By focusing more research in this area, it would be hoped that awareness could be raised about the role of the EP with YOs and how it is additional and different to their role with all YP, therefore educating others about the difficulties of measuring the effectiveness of work with YOs. By doing so, the expectations and understanding of the EP's role would be more appropriate.

5.4 Research Focus 2 – In their experience, what do EPs identify as being necessary for a successful relationship with the YO?

This section will aim to look at the findings that were reported within the second section of this research and explore them in line with previous research. Throughout, it will identify the implications each finding has on the EP profession. It must be noted however, as there were only 8 participants who took part in this stage and these participants were an expert sample, any implications for the entire EP profession must be treated with caution. The researcher felt it was not possible to draw accurate and strong relationships or implications for the entire EP profession, but it was possible to create findings that would fuel debate and identify the need for further research.

Looking at the overarching 13 themes that emerged from the second section of the findings, there are lots of links between the findings and previous research highlighted within the literature review (chapter two). Supporting the suggestions by Dennis (2004) and Rogers (1957, 1958), the participants highlighted that not only were there certain characteristics required of the helper (the EP) to create a

successful helping relationship, but there were necessary characteristics required of the helpee (the YO). The findings suggest that in order to successfully form a relationship, the young offender needs to: be able to reflect; engage in the process/want change; have good basic skills (such as literacy or social skills); have endearing personality characteristics.

5.5 Characteristics Specific to the YO

This section will highlight all of the overarching themes that arose that applied specifically to the YO.

5.5.1 The YO is ‘Able to Reflect’

Looking at the first two over-arching themes specific to the YO, an interesting underlying narrative becomes clear. The participants continuously stated that the YO needed to “be ready” or that they had “reached a point in their life”.

If researchers such as Bessant (2008) are to be supported (as discussed in the literature review), the current research findings could suggest that the YOs might not be at a point in their neurological brain development to be ‘ready’ to reflect, or to understand the need to engage (Dahl and Spear, 2004; Strauch, 2003). As they grow older, the development of their front lobe combined with experience and maturity, makes it more likely that they will be capable of taking part more effectively in a helping relationship with an EP. Although participant 4 drew links to the idea that he felt he was “lucky” that he had been commissioned to work with a YO of “that age”, without having gained information such as the age of the YOs it is not possible to draw confident links between the YO’s age and their ability to be ‘ready to reflect’ or ‘ready to engage’.

There are possible environmental factors that may also have contributed to the YO being “ready”. Participant 5 for example reported how the YO had experienced a “life-changing event” when his grandmother had recently been diagnosed with terminal cancer. Participant 5 explained how he felt that this situation changed the

YO's outlook on life. As discussed in chapter 2, Sampson and Laub (1993) proposed that changes in the YO's relationships and key events have significant impacts on their offending behaviour. Giordano et al (2002) explained that the YO can perceive these life changes as a 'way-out'. For the YO that worked with Participant 5, the potential loss of his grandmother appeared to be a significant life change which that EP felt had impacted on the YO's perceptions.

The results support the findings of Maruna (2001) in that the YO had reached a stage where he was able to reflect on his past experiences (Cusson and Pinsonneault, 1986; Farrall, 2002; Giordano et al, 2002) and achieve a general cognitive openness to change (Giordano et al, 2002).

The implications of this finding help to reiterate the idea put forward by Dennis (2004) and Rogers (1957) that when exploring the helping relationship, one needs to take account of factors relating to the client/YO as well as the helper/EP. Bearing in mind the first theme that 'the YO needs to be able to reflect', an EP will be able to ask the YO appropriate questions in order to establish whether they understand their role in why they have ended up in their current situation. The EP can use different methods to support this process of reflection, understanding that if the YO can reach a point where they are able to reflect on their past and their behaviour, and understand and accept responsibility for their actions, they are more likely to have a successful relationship with the EP.

If the EP understands that a YO is able to see change occur, for instance notice more positive reactions from others (as with the YO with whom participant 4 worked), then they will be more likely to successfully form a relationship. The EP therefore needs to develop methods of demonstrating their impact not only to the services that have bought in (schools/YOT etc.) but most importantly to the YO. This is an important learning point for EPs to take from this finding. Further research could be done within this field in order to determine different methods of demonstrating to the YO that they are creating change/making progress as a result of the EP's support.

5.5.2 The YO needs to engage in the process/wants change

The second theme that emerged was ‘the YO needs to engage in the process/want change’ and it has implications for EP practice as it supports an evidence base that proposes that as professionals, EPs might not be able to ‘make’ the YO ready - the YO must have reached a point where they feel ready to want change (Cusson and Pinsonneault, 1986; Farrall, 2002; Giordano et al, 2002; Glasser, 1998, 2000). As Glasser (1998) proposed, the helper is not able to control the thoughts or behaviours of the young person, the helper can only change their own thoughts and behaviours. If the YO is therefore ‘ready’ the EP can then begin to form a relationship with them.

The implication for EPs therefore is the understanding of the possible effects of the age of the YO, if one accepts the view of the development of the adolescent brain. One needs to explore the YO’s environmental factors such as their family or peer relationships or social situations - are they in a situation where they are scared, for example.

Understanding the impact that the YO’s systems can have on them will give EPs a clearer picture about whether the YO is likely to be ready or want to engage. The method by which EPs or YOTs collect information about the YO can be adapted to take account for holistic measures to explore the YO’s situation within his social life with his peers and within his home life with his family.

5.5.3 The YO needs to ‘Have Good Basic Skills (academic and social skills)’

Looking at the third overarching theme of the ‘YO needing to have good basic skills’, the previous research has pointed out links between literacy levels and social communication skills, and offending rates. Therefore one could propose that the better the YO’s social communication and literacy skills, the greater the chance the YO has of understanding the social language used by the EP.

This theme has implications for the EP profession in terms of its contribution to the debate of how the EP identifies special needs of the YOs. The literature review points out that there are links between lower literacy levels and offending rates, and the current research piece has found links encouraging the view that the higher the YO's literacy skills the higher the likelihood of successfully forming a relationship with an EP. In light of this, EPs could introduce literacy screeners to identify not only those at risk of offending but also those who are more likely to do well in a working relationship. For those who score within a low range on the literacy screener, this could serve protectively to identify young people at risk of offending (in conjunction with other risk factors). The literacy screener could also serve reactively, once the young person has offended, by identifying to the EP that the YO needs a literacy intervention as a priority.

This research may also have an impact on discussions within the EP profession by suggesting the possible use of a social communication/interaction screening process. Given that these findings suggest that the better the YO's social skills, the greater the chance of a successful relationship with an EP, it may be a good idea to introduce a tool to do this.

5.5.4 The YO needs to have 'Endearing Personality Characteristics'

Looking at the fourth overarching theme that emerged, 'the YO having endearing personality characteristics', the EPs talked about liking and having affection for the YO because they were "vulnerable" or they were a "cheeky chappy".

This theme was one that stimulated lengthy discussions between the researcher and her colleagues during the peer-review stage of the thematic analysis. The title of the theme fueled debate as it was suggested that it may have had ethical implications. As the participants personally chose to label this theme as "endearing" personality characteristics, it was felt that in order to decrease experimenter bias, the participants would have the final say.

There may be ethical implications to this finding if attempts are made to draw assumptions to the entire EP profession. An incorrect assumption could be drawn

that might suggest that EPs are more likely to form a relationship with YOs they like as opposed to YOs they dislike. In the current study, two participants identified that characteristics of the YO's personality had an effect on the successful formation of the relationship. It was not made clear by the participants whether they liked the YO more as a result of the YO's personality, only that certain characteristics of the YO's personality were preferred and impacted on the formation of a relationship.

Since this research highlights the importance of the YO's personality traits and the successful relationship with an EP, there are significant implications for the EP profession in terms of EP training. Within EP training offered during doctorate courses or as additional professional development for EPs, emphasis needs to be placed upon the importance of the EPs being aware of the impact of the YO's personality on the success of the relationship. This is something that would apply to all EP work, not just with YOs.

Interestingly, the impact of the YO's gender was not reported as a characteristic necessary for the successful formation of a relationship between an EP and YO. Although this is an exploratory piece of research, so no assumptions or expectations based on the findings were made, it is notable that the YO's gender was not mentioned. The participants spoke about an equal number of female and male YOs yet there was no suggestion of gender being a primary affecting factor on the success of the relationship.

Another surprising factor that was not found in the current study but was highlighted in the literature review was the possible difference between YOs who were first time offenders and those who were reoffenders (Farrall, 1995; Jamieson et al, 1999; Sampson and Laub, 1993). One would have thought that there would be implications for the successful formation of a relationship with the EP, depending on whether the young person was a first time offender or a multiple offender. It cannot be assumed that there is no link as the participants were not specifically asked about this.

5.6 Characteristics Specific to the EP

This section aims to identify all of the overarching themes that were found to be specific to the EP.

5.6.1 The EP needs to ‘Work Holistically and with all of the relevant adults (including parents)’

Looking at the nine overarching themes that emerged that were specific to the EP, several of the themes supported the findings of previous research within the introduction and literature review. The first theme ‘working holistically with all relevant adults’ highlighted the participants’ views that EPs need to work in partnership with other agencies and other individuals within the YO’s systems supporting the views of (Farrell et al, 2006; Kelly and Gray, 2000; Rylie, 2006; Squires et al, 2007; Werrington, 2004).

Rylie (2006), as detailed within the literature review, reported the need for the EP to work with other agencies but most importantly, to be receptive to the methods and working styles of others. He gave the example of how he adapted his own practice to a Personal Construct Psychology approach, which was the approach that most complimented the working style used by the probation officer he was working with. Within the current study Participant 8 mentioned how he worked in partnership with the YO’s YOT worker and how as an EP he “reinforced” (line 13) what the YOT worker spoke about. Participant 8 spoke about how the YO was “anti the YOT” (line 14) and how, therefore, the YO didn’t want to engage with the YOT worker. The Participant reported the necessity to reinforce what the YOT worker was saying because all of the professionals involved needed to have a “coordinated team and response from home school and YOT” (line 51-53).

Within the literature review, Wagner (1995) described the EP’s role within consultation as being one that is essential to coordinate multi-agency meetings for example. Wagner (1995) described the importance of working with the YO’s parents and other professionals involved in order to ensure an equality in expertise between all of the relevant adults.

The role of the YO's mother was mentioned within the current study, with Participant 6 emphasising how the involvement of the YO's mother was a key factor in supporting the helping relationship. Although there was mention of the importance of the YO's mother, interestingly there were no references made to the importance of involving the YOs' fathers. Without further exploration, it is not possible to know the personal situations of the YOs that the EPs spoke of, so it is not sure whether there were fathers present in their lives. Participant 7 did make reference to taking on a parenting role within the context of setting clear boundaries but he did not explain this in terms of the lack of a father figure being present. This finding could support the view proposed by Glasser (2000) who suggested the need for the helper to take on the role of the 'warm and responsible' adult.

The implications for the EP profession are again difficult to be made due to the small sample of 8 participants however this finding could add to the current understanding of risk and protective factors. If one can conclude that EPs need to work holistically, demonstrating a cooperative response between the YOTs, other professionals and with the YO's mother, then there should be a greater chance for a successful helping relationship. These findings might stimulate discussion around EPs working using a system family therapeutic approach or individually with the YO's mother. By working directly with the YO's mother, the EP can work to empower her to take control or to help her to be involved in supporting the YO to create change and successfully form a relationship.

5.6.2 The EP needs to 'be able to show genuine positive regard (acceptance and non-judgemental)'

The second theme relating specifically to the EP is the need for the EP to demonstrate genuine positive regard.

The need for the EP to demonstrate genuine positive regard is something that has been identified in previous literature but the frequency with which the participants used the terms 'acceptance' and 'non-judgemental' as subthemes within genuine positive regard is interesting. According to Rogers' (1957) definition of unconditional positive regard, genuine unconditional positive regard occurs only

when you accept a person without negative judgement of them. Using this definition, Rogers (1957) himself includes the need to demonstrate acceptance and be non-judgemental under the umbrella term of genuine unconditional positive regard. Therefore the occurrences in the findings of the overlaps within the subthemes and the frequent use of the term interchangeably have not been questioned. In discussion with the participants who used these terms, they described how they felt they were subthemes of genuine positive regard.

This finding identifies similarities to previous research on helper-client relationships, not just from in studies involving EPs, but also in studies based on counselors and therapists (Dennis, 2004; Glasser, 1998; Rogers 1957). Looking at Glasser's (1998) Choice Theory, he identified seven 'caring habits' that he felt would support the successful formation of a relationship. One of the caring habits that he identified was 'accepting'. The findings in the current study therefore support an aspect of the views of Glasser's (1998) Choice Theory.

Therefore the current research piece supports the findings identified in the literature review on the links between genuine positive regard and successfully forming a relationship.

5.6.3 The EP needs to have 'positive personality traits'

The third theme outlined in the findings is the effect of the EP's positive personality traits on the chances of successfully forming a relationship. Within this theme, participants mentioned the importance of the EP using humour and having a positive attitude or outlook. The theme was consequently named as 'positive personality traits' as it referred to characteristics that were traits and these traits were described by the participants themselves as "positive".

These findings support the research highlighted in the literature review, identifying the perception of the impact of 'humour' (Borgatta, 1964; Digman and Takemoto-Chock, 1981; Normans, 1963; Roth and Pilling, 2007; Werrington, 2009) and 'being positive' (Werrington, 2009).

The implication of such a finding is that it could provide EPs with reassurance that humour may have a positive impact on successfully forming a relationship (Borgatta, 1964; Digman and Takemoto-Chock, 1981; Normans, 1963; Roth and Pilling, 2007; Werrington, 2009) and ‘being positive’ (Werrington, 2009). In the researcher’s experience, there have been several incidences in her role as a Trainee EP where humour has made difficult situations more comfortable when working with YOs. In terms of the implications from EP training providers, it is difficult to propose the necessity of certain ‘traits’, as necessary for a successful relationship. The reason that this is so difficult is that traits, as defined earlier, are innate characteristics specific to an individual person. Unlike competences they are not learned.

5.6.4 The EP needs to ‘set clear boundaries’

The fourth theme to emerge within the findings was the need for the EP to set clear boundaries.

Relating this finding to Choice Theory (Glasser, 1998), Glasser (1998) suggested that all behaviour is motivated by the individual’s internal desire to satisfy basic physical and psychological needs. The individual has a choice about how they behave suggesting that if a young person chooses an inappropriate behaviour, he or she is doing so because their desire to meet one of their basic needs is greater than their desire to follow adult instruction. Glasser (1998) suggested that the adult must demonstrate the ability to ‘set clear boundaries’ in order to teach responsibility and appropriate behaviour. The findings in the current study support Glasser’s (1998) claims.

The implication of such a finding is that it draws links to and supports previous research identified in the literature review on ‘looked after children’ (MORI, 2004). As research suggests that ‘looked after children’ are at a greater risk of being in an environment where there are fewer boundaries or a consistent adult to take on a care-giving role, this would support research that highlights the greater need for EPs work with YOs who are also ‘looked after children’ to set clear and consistent boundaries (Hayden, 2008; Meltzer et al, 2000; Rait et al, 2010). Glasser (2000)

suggested that professionals working with the young people needed to take on the role of the 'warm and responsible' adult. He spoke in depth about the need for the adult to demonstrate clear boundaries and he even looked at how the adult could differentiate the boundaries they put in place in line with the young person's basic needs.

Glasser (1998) suggested that delinquent, violent or defiant young people may have a psychological need that is stronger than their desire to behave appropriately. Glasser (1998) explained how the helper can set clear boundaries that incorporated the young person's 'need for fun/love and belonging/power/freedom'.

5.6.5 The EP needs to 'be prepared'

The fifth theme 'the EP needs to be prepared' was originally a subtheme within the previous theme but, after an additional review of all themes, it was agreed that it was a theme in its own right. When attempting to 'summarise' this theme within theme four it became clear to the researcher that there was no obvious link between the two themes. Although the participants had spoken about the EP needing to be prepared within the context of setting clear boundaries, the researcher found it difficult to explain this link. Contacting participants 1 and 2 again, the researcher explained how she had perceived that the participants were trying to create a link between the EP needing to be prepared and the need to set clear boundaries. The participants explained the important point which drew a similarity between the two themes. They explained how the EP needs to enter the relationship with these two themes in mind. At the start of the relationship, the EP must set clear boundaries whilst being prepared for a number of different outcomes. It was therefore agreed that although these themes might go hand in hand, they are in fact two separate themes.

The EP needing to 'be prepared' is not something that was discussed within the literature review and has not been found by the researcher when looking at existing studies within a similar field. The need for the EP to be prepared with the knowledge and understanding of psychology, background information about the YO and knowledge of the youth justice system were found, but more interestingly,

the need to be prepared for rejection was highlighted. The majority of research, and that looked at within the literature review, looks at the reasons why YOs disengage from the helping relationship. There has been no research found by the researcher that looks at the circumstances within which an EP may disengage.

Participant 1 talked in depth about needing to be prepared in terms of being clear about what the EP wants to achieve from the session with a YO. He then went on to talk about how, if the EP feels rejected, they may feel that their role/ work is pointless. Participant 1 talked about how the YO's rejection may be reflecting or transferring onto the EP causing them to feel equally disengaged. The participant quite clearly explained the importance of the EP needing to take this into consideration and still build a relationship with the YO.

The implication this finding is that it supports research on the importance of coming prepared to a meeting with a YO. EPs could receive additional training to ensure that they are up to date with relevant psychology around the topic of YOs and the procedures and legislations pertaining to the youth justice system. This finding also supports previous findings by Ryrie (2006) and provides EPs with reassurance that if their original and prepared plans and session schedule do not progress as expected, that that is okay and something that is likely to happen with this group of individuals.

Being prepared for rejection is an important finding that has implications for EPs. This was identified during the literature review through exploring the process of transference (Leventhal, 1984) and countertransference (Kernberg et al, 1989). Research suggested that for YOs, by the time they have reached the age of ten (the youngest age to become identified as a YO), they may have experienced a significant amount of failed relationships (Ansbro, 2008). Research suggested that YOs may have experienced continuous rejections and in turn may reflect these feelings through transference and reject professionals they work with later in life (Fredrickson and Branigan, 2005; Leventhal, 1984).

By understanding the psychological underpinning of research on YOs which has looked at attachment theory, EPs can develop an appreciation of the possible impact of the transference of feelings from the YO. The EP can recognize that feelings of rejection may be transferred from the YO, reflecting how the YO might

feel in their life. By recognizing that the process of transference might be taking place during their work with YOs, the EPs can work to decrease the chances of the countertransference of negative feelings by being prepared for this.

5.6.6 The EP needs to be ‘genuine and honest’

The sixth finding - ‘the EP needs to be genuine and honest’ - is one that has numerous citations within the literature review. Heine (1950) made specific reference for the need for the helper to demonstrate characteristics such as being ‘open and honest’ in order to successfully form a relationship with a client. Glasser (1998) spoke about the need for the helper to demonstrate being ‘trustworthy’ as one of the caring habits and how they should be perceived as genuine and honest. Dennis (2004) identified the need for EPs to demonstrate honesty and several other theorists spoke in depth about the necessity of honesty and trustworthiness in the successful formation of a relationship with any client (Lacrosse, 1980; Mark and Miller, 1987; Rogers, 1958; Squires et al, 2007; Strong and Dixon, 1971; Whitehorn and Betx, 1956) and specifically with a YO (Ansbro, 2008; Hart, 2010; Moretti et al, 2004, 2005; Werrington, 2009).

This finding is one that appears continuously in research relevant to the successful formation of a relationship. Without the EP being genuine and honest, the participants dismissed the likelihood of forming a trusting relationship and a safe and comfortable environment. Unlike the research mentioned in the literature review and any found by the researcher, the finding in the current study goes a step further. It not only points out the need for the EP to be honest by telling the truth and being up front with their goals and expectations, this finding identifies the need for the EP to be genuine in terms of showing the YOs their real self. Participant 7 talked about the importance of being who you are and not pretending to be “street” as the YO will see through such efforts.

The implications of this finding again reiterate the need for the EP to be genuine and honest but also to be aware of the impact that their ‘behaviour’ can have on the chances of successfully forming a relationship.

5.6.7 The EP needs to be able to ‘use assessment to identify the YO’s areas of strength and need’

The seventh theme that was reported in the findings was that the EP must be ‘able to use assessment to identify the YO’s areas of strengths or need.’ It was discussed throughout the literature review that one aspect of the EP’s role with YOs is to undertake assessments to identify their current academic and cognitive abilities (Farrell et al, 2006; Kelly and Gray, 2000). Within the current findings however, the theme that emerged identified a slightly different function for EPs completing assessments. The participants in this study spoke about assessment in terms of how it was the thing that actually helped to create a successful relationship. Participant 5 for example spoke at length in this regard. He described how he used assessment as a tool to focus on an area of the YO’s life that no professional had previously prioritised. The participant talked about how the YO had been used to professionals exploring aspects of his negative behaviour. The combination of assessing a new area of the YO’s development and actually helping the YO to identify an area of need may have been the necessary characteristic that impacted on the successful formation of a relationship.

This finding links to the research of Glasser (1998, 2000) and supported his view about how the relationship is more likely to be formed with these young people if the helper does not attempt to punish or explore the negative behaviour.

The implication that this finding may have is that it not only supports previous research on the links between YO literacy rates and offending behaviour (Cassen and Kingdon, 2007; Charlton, Panting and Willis, 2004; Christle, Jolivet and Nelson, 2005; Department for Education, 2012; Farrington, 2002; Graham, 1998; Hallam and Castle, 2001; Sabates, 2008; Webber and Williamson, 2003) but it emphasises how assessment can actually help YO’s in identifying reasons why they may have found it difficult to engage in education. As mentioned, cognitive screening can be used with all YO’s to identify their areas of strength and weaknesses to support them to not only understand how they may have got to the position that they are in, but to help them to move on. Participant 5 spoke about

how he was then able to use the information he gained from assessment to identify the pathways for the YO to access vocational courses at college.

5.6.8 The EP has a certain appearance preferred by the YO (common value system)

This theme describes the perception of the impact of the EP's appearance on the YO's. The 'appearance' of the EP refers to both the externally observable characteristics (such as age and race) and the characteristics that describe how the EP's appearance may have led the YO to perceive a common value system between the YO and the EP.

Participant 7 drew links to his race and young age having an impact and participant 4 drew links to his older age having an impact on the successful formation of the relationship. Participant 6 drew links between his race and socio-economic status on the successful formation of a relationship. Participant 1 went a step further than discussing the externally observable characteristics of his appearance to explain how he perceived that, as he was from the same racial and religious background as the YO, this allowed them to discuss religion and the YO's 'crisis' of balancing the expectations of his religion, society and his peers.

These findings support the research identified in the literature review that suggested that the externally observable characteristics of the helper such as age, ethnicity and socio-economic status have an effect on the success of the relationship (Kaschak, 1978; Kirshner, Genack and Hausner, 1978; Simon, 1973; Simon and Helms, 1976). However, it is interesting to note that there was no mention of the impact of gender in any of the participant interviews. Whether it be the gender of the YO or the EP, none of the participants perceived gender to be a characteristic that is necessary for the success of a relationship.

The implication of this finding for the EP profession is that it highlights the importance for an EP being aware of how they present themselves to a YO. To think about questions such as whether their religious jewellery, for example, will have an impact on how the YO perceives them. Is it helpful or unhelpful to wear a suit? Is it helpful or unhelpful to tell the YO a little about the EP's background?

The findings did suggest that the EP's perceived that their age and racial/religious background did have an impact on the successful formation of the relationship but how ethical or potentially discriminatory would it be to therefore choose EPs to work as part of a YOT based on their physical appearance?

5.6.9 The EP needs to be able to 'take the time and give the YO space'

The final overarching theme that was identified in the findings is the EP needing to 'take time and give the YO space.' This finding was one that was not mentioned within the literature review. However it was implied within the context of trust. For example, 'taking the time' to develop trust.

For a theme that came up as frequently as it did, it is interesting that it was not found within the literature and research during the researcher's review. The implications of such a finding are very significant as they question the methods employed within a traded EPS. This finding highlights how the YO's need additional time and space before they are ready to engage. Whether they need the time to build rapport, trust or a safe environment it is clear that the participants agreed that this group of vulnerable young people require more time.

This finding therefore needs to be used with other research as an evidence base to enlighten SENCos, PRU staff and YO workers for example, that there is no 'quick fix' with YOs, they may be emotionally affected by their pasts or entirely disengaged due to their experiences with other professionals and the YJS. The EP needs to make it clear to the professionals that an intervention needs to last longer than that expected of a young person who has not experienced a similar situation.

5.7 – Critical Analysis of the Research and Implications for Future Research

As with any research, there are a number of strengths and limitations that need to be addressed.

5.7.1 Strengths of the Research

A considerable strength of this study is that it explored areas of research that have not been studied in depth within the Educational Psychology profession. Although research exists that looks at the role of the EP, there is not a lot of existing research that has created statistics about what EPs are currently doing with YOs apart from Farrell et al (2006). Kelly and Gray's (2000) research discussed the role of the EP but made no reference to their role with YOs or within YOTs. Ryrie (2006) discussed the historical context, the potential role and the need for the EP to be involved with YOs. He discussed best practice but he was unable to identify, beyond than his own experience, exactly what EPs are actually doing with YOs and what experience they have with them. This piece of research aimed to find out from the EPs themselves, what work they had done with YOs in the previous year.

The research then looked at what characteristics the participants perceived to be necessary for a successful working relationship between an EP and a YO. A strength of this aspect of the research was that although there has been a large amount of previous research that has looked at the therapeutic relationship between a therapist and a client, not much, exists that looks at the same topic specifically between EPs and YOs. Another strength in the research is that it not only looks at what characteristics are necessary in regards to the EP/helper, it also looks at what characteristics are helpful for the YO/client.

Within the methodology of this research piece, a strength of the study can be found in how the researcher included the participants during the thematic analysis stages, during both analysing and interpreting the findings. By doing so, this removed a large amount of experimenter bias and increased the reliability as the participants were able to support the researcher when creating the themes. This led to fewer misinterpretations and ensured that the researcher was not interpreting the data incorrectly.

5.7.2 Limitations of the Research

This section will outline the limitations of the current study.

5.7.2.1 Participant sample

Like all pieces of research, this study has limitations. For this study the limitations fall primarily within the participant sample. When critiquing the research methodology used by previous researchers (Kelly and Gray, 2000), the researcher felt that by using several methods of social media, psychology bulletins, emails and postal questionnaires would not be time and cost effective. The researcher may have naively assumed that by having 1 email sent to all PEPs in England would therefore provide her with access to all EPs. As only 47 EPs completed the questionnaire it is possible to assume that not all EPs received the questionnaire or chose not to take part.

Within the questionnaire, the researcher attempted to make it clear when closed or open answers were expected from the participants by using drop down multiple choice boxes or by providing the participants with extended lines (to right open-ended answers). For question 5 for example, the researcher wanted the participants to have the freedom to answer with as many aims that they felt necessary. 10 participants provided more than one aim, 11 only provided one answer. It was felt by the researcher that by providing lines for the EPs to answer this question, it made it clear to the participants that they could provide more than one aim. It is not certain whether the 11 participants who answered with only one aim understood that they could provide several aims or that in their experience their work only had one aim. This therefore is a limitation in that the 11 participants, who only provided one aim as their answer, may have provided more aims if the question had been more explicit.

Once the 21 participants were identified as eligible to take part in the second phase of the study it was disheartening that only 8 participants consented to continue and this may have been due to the timing. As phase two requests were sent in the week

leading up to Christmas, several participants reported that it was “bad timing” or that they were too busy with the festive season. Originally the interviews were planned to have been conducted over Skype (Skype is a software application that allows users to make voice calls over the Internet). In order to cause the least amount of inconvenience to each participant the researcher offered to travel directly to each participant to conduct the interviews in person. The limitation to this is that the fact that the interviews were conducted face-to-face could have had an impact on the participant’s answers depending on how they perceived their relationship and interactions to be with the researcher.

A limitation ultimately fell within the small sample size, therefore making it very difficult if not impossible to generalize the findings of this study to the entire profession of EPs in England. Although the participants were from a variety of different EPSs in terms of geographical locations, only one of the participants came from Northern England, the rest were from southern counties. It must also be noted that one participant was included in the study although they had not worked with YOs during 2011-2012 but in the year previous. After the interview it was realized by the researcher that the participant’s input was just as helpful as the other participants. This could have implications on future research in a similar field to include participants who have worked with YOs within a wider time period.

Looking at the methodology, limitations fell within the process of thematic analysis. As there were discussions at length between the researcher and other EPs a view may exist that there is a possibility that some overlap may occur between some of the themes (as discussed earlier in the chapter). It is hoped that the research has not failed to provide a rich description or interpretation of aspects of the data. Foster and Parker (1995: 204) explained:

“The ‘analysis’ of the material ... is a deliberate and self-consciously artful creation by the researcher, and must be constructed to persuade the reader of the plausibility of an argument”.

The researcher feels that although a plausible ‘argument’ or analysis of the data was made, it is accepted that discussions did take place throughout the research process that influenced the researcher to include greater in depth explanations of the data.

As identified earlier, the method of sampling is also described as ‘expert sampling’ as it was felt that this would be the best way to elicit the views of participants who have specific expertise/experience. The researcher acknowledges that even though the participants identified that they have expertise in this field (i.e. EPs on YOTs or working with YOs) or that they have had additional experience with YOs, the data gathered was based on their perceptions, and should not to be taken as factual, expert information. It was found that the more experience an EP had with YOs the longer the interviews took. The impact of this meant that the more experienced EPs spoke more about the importance of developing a relationship and their interviews appeared to have a greater application of psychology. The least experienced EP spoke more about the general role of the EP and their use in assessment.

Although some of the interviews were very short in length compared to the longest interview conducted with an EP who is part of the YOT within his borough, the researcher was originally concerned that this would be a very large limitation. However, comparing the shortest interview to the longest interview, the participants both had a considerable amount of experience with YOs and they still provided very rich information. One of the longest interviews contained the most amount of irrelevant information therefore suggesting that the length of the interviews did not have a relationship to the quality of what was said.

As the researcher did not want to influence the data, it was decided during the piloting stage that no prompting questions would be included and the participants were informed of this prior to attending the interview. As the researcher had given the participants the interview questions prior to the day of the interview, this gave them time to structure their answers and think of specific characteristics they felt necessary for a successful formation of a relationship with YOs. The participants fed back to the researcher that this was helpful and that they were able to offer more structured and “to-the-point” answers.

The final sample of 8 EPs consisted of an equal mixture of males and females, a wide range of ages and the EPs were of different races and religions. The researcher is aware that the individual differences of the participants such as race, class, age and gender may have an effect on the data (Collins, 1986; Frank, 2000;

Hooks, 1989). For example, the participants incorporated information about their age, class, gender and race into their interviews and they perceived these as being characteristics that impact on the formation of a relationship.

5.7.2.2 Definition of a successful relationship

A potential critique of the study falls in how each participant defined a successful relationship.

In chapter 2, the researcher identified that the epistemological position of the researcher was that of a critical realist as the researcher was exploring ‘that which can be accurately represented by external events’ through the first research question and ‘that which cannot accurately reflect events’ through the second research question (Bhaskar, 1979). The second section of the research looked at the working relationship which was based on the participants’ perceptions which are difficult to measure but can be understood. The perceptions of the participants cannot accurately and scientifically reflect events in a quantitative and concrete way.

The theoretical underpinning of the current study was Glasser’s (1998) Choice Theory. Relating Choice Theory (Glasser, 1998) to the role of the EP working with YOs, one could suggest therefore that the outcome or measure of the success of any relationship with a YO is the formation of the relationship itself. The EP must first aim to form a relationship with a YO. It is only then that they will have a significant chance in achieving any other outcomes. The researcher described a relationship as ‘successful’ if the EPs in this study perceived that the relationship was successfully *formed* regardless of any other outcomes.

The researcher acknowledges that the final choice of wording for the second research question may have been unhelpful or misleading: what characteristics do EPs identify as being necessary for a successful relationship with a YO? By using the term ‘successful relationship’ the researcher was referring to the successful *formation* of a relationship making no reference to any outcomes or effectiveness of the work and this was made clear to participants during the briefing stage. The

researcher identifies that this would be an area for development if the research was to be replicated and the research question would have been rephrased to say: what characteristics do EPs identify as being necessary for the successful formation of a relationship with a YO? By doing this there would be less complicated.

5.7.2.3 The interview process

The interview process was another area that may have been a limitation within this study. The researcher had chosen only to include three questions and to attempt to use little or no prompts throughout. The reason for this was to ensure that the researcher did not have an impact on the participant's answers by leading them in any way. This however did create interviews that were shorter than expected, ranging from approximately 6 minutes to about 20 minutes. The researcher is adamant however that this was an essential process to ensure the least amount of contamination of the data.

5.7.2.4 Confidentiality

Although confidentiality was kept throughout the entire study it must be noted that it was extremely difficult to maintain this whilst attempting to describe the individual characteristics of each participant. As the EP world is so small, the researcher went to great lengths to censor any information that might identify the participants. Therefore a limitation to this study might have been the researcher's inability to draw specific links between the EP and the YO based on individual characteristics.

5.7.2.5 Impact of the Researcher

Although the researcher included the participants during the first phases of thematic analysis, the researcher did not include them during the creation of the over-arching themes unless there were disagreements during the peer-review

process. This therefore may have had implications on the findings as of course the final themes are just the researcher's perception of what the participant's meant. The researcher feels that as a close relationship was built up between the researcher and the participants it is more likely that the researcher was able to successfully explain the participants' views. It was hoped that the richness of the TA for each of the 8 participants was not lost when the researcher combined them to draw links to the 12 final over-arching themes.

5.7.2.6 Demand Characteristics

As described within the literature review, Ickes et al (1997) suggested that not only are the characteristics of the helper important, but the likelihood of successful formation of a relationship can be based on situational factors. They explained how introverted individuals may choose to display extroverted characteristics in situations they judge to be important. Taking this finding into account, there is a possible limitation to the current study in that although links were made between the EP and the YO's personality traits, they may not be as genuine as they appear to be. If the EP or the YO 'chose' to display different characteristics of their personality judging on the situation, then it would not be possible to draw a significant relationship between the EP and YO preferring those of a similar personality.

5.8 – Implications for Further Research

Throughout the discussion of findings, implications have been highlighted after each section in terms of the implications to others, whilst taking account of the small sample size included in the current study. So as to not repeat that which has already been said, this section will look at the implications in terms of for future research.

The quantitative section of the findings has implications for future research as it firstly identified that there were no consistent findings that suggested a similarity

between how each EP evaluates their work. This would be an extremely valuable area to conduct additional or future research. The creation of a nation-wide accepted model or approach to evaluation, specific to working with YOs could be created. With the huge amount of risk factors that the YOs are exposed to on a daily basis it would be unrealistic to measure the EP's impact solely on reoffending rates for example. There needs to be further research conducted to identify other areas relating to the YO that can be measured effectively.

Further research could be created to obtain statistics about the number of EPs who work within YOTs in England and to identify links between different geographical regions. As this research identified no relationship between the number of EPs who work in YOTs and EPs who are based within inner-city EPSs further research could be conducted on a larger scale to look at further at this.

Looking at the findings on the characteristics that were perceived to be necessary for a successful relationship, this research can add to debate not only within the Educational Psychology profession, but also with those working with YOs. There are aspects of the research which apply to any working relationship not just between an EP and a YO, but between any helping professional and client. Future research could look at the differences in findings between different participant samples. Participant samples could consist of participants from YOS, family therapist working with YOs and social inclusion staff for example. The research could be used to identify similarities and differences between the approaches to a relationship with YOs used by each professional. From this, findings could suggest 'best practice' with YOs rather than 'best practice' to be used within the EP profession.

5.9 – Dissemination of Findings

The findings will be disseminated to the Educational Psychology Team in the London Borough and the two partnership boroughs within which the researcher was based. These findings will further develop the understanding of the role of the EP with YOs and shed light on what characteristics might be necessary for the successful formation of a relationship with YOs.

This research piece will also be presented at the researcher's university to the researcher's peers and other members of the doctorate course in prospective final year students. The researcher aims to have the research published as soon as possible.

The researcher aims to present the findings of the current study at the next DECP conference. An important finding within the informal discussions between the researcher and the participants was that they felt that they were alone or isolated from other EPs who work with YOs. The researcher feels passionate that there needs to be more collaboration and communication between EPs working with YOs. The researcher is in the process of creating a group which is to meet on a monthly basis with the function of bringing EPs working with YOs or on YOTs together to share their experiences. It is hoped that guest speakers from the Police and Youth Justice Service along with relevant professionals from other services will help raise the understanding of the EPs involved.

The researcher also aims to present the findings to the PEP of the borough within which she is based in order to help the two neighboring EPSs (where the PEP is also principal) to develop their understanding of the need for an EP to be placed within their YOT. It is hoped that over the next few years specialist positions will be created within these boroughs to support the understanding of the importance of an EP working directly with YOs and YOTs.

5.10 – Reflections on the Research Process

Throughout this section I will consider, within my personal experience, how I have been involved with the research process. Within the first chapter, I identified how my previous experience had impacted on my choice of topic area for this research. Within this section I will reflect on my thoughts around the process of data collection and analysis. I will then reflect on my position within the research and how I may have had an impact on the process and findings of the research.

This piece of research has been one that has made me more aware of the different roles an EP can have in the lives of a YO. The literature review was frustrating at

times as it became increasingly obvious, as I identified more and more links between the Role of the EP and YOs, how EPs are not used in the most effective ways. As I discovered the different ways in which EPs could be involved with YOs I had informal discussions with peers and colleagues only to find their equal level of interest and surprise that they too had been unaware. Although the research process was one that was extremely demanding, I honestly remained as equally, and if not more, passionate about the role for an EP within YOTs and with YOs as I was prior to undertaking this study.

A significant reflexive factor that therefore may have arisen during the research process is that although I took on an exploratory approach to answer the questions that had not or had hardly been asked, my personal views and opinions may have had an impact on them. I noted throughout this research that I was unaware of the themes that may arise and that I was unbiased. However in my own personal experience of working with YOs and YP at-risk of offending I realise now that I had preconceived ideas that the psychologist is the key to the vehicle for change rather than the approach or technique they use. Even though the questions were not leading, my interpretations of the findings may have been biased in light of this.

When working with participant 5 for example, who put a great deal of emphasis on assessment and assessing the YO's academic ability, I recall at the time a small feeling of disappointment in the participant's answer. This disappointment supports the notion that I had my own personal preconceived ideas about what I thought were essential factors necessary for a successful relationship with a YO. I believe I came from a person-centered view point in terms of my views towards the qualitative phase of the study, without realising it at the time. In light of this, participant's interview and the overall findings I have realised the importance of all characteristics, not just those relating to the EP or YO's personality traits.

In my personal view, my preferred and most interesting aspect of the research was the second phase of the findings. Researching and exploring the different characteristics that are necessary for the successful formation of a relationship, I have found that such research has an impact on our learning and practice with all young people not just YO. There was a large number of EPs, especially colleagues that quickly stated that they had had no recent or previous experience with YOs.

Looking at the lists of the YO's within the borough within which I work, made available to me by the YOT, it became clear that this was not the case. Nearly all of the EPs had worked directly with YOs but as the work had been commissioned via SENCos and not YOTs or PRUs the EPs were not aware that the young people were also YOs.

Throughout the research process I was constantly made aware of this lack of information sharing whether it was within an EPS or between different EPSs and the desire of the participants and other EPs to know more about this area of research. All of the participants and other EPs had informal discussions with me asking me to ensure that I shared my findings with them as they felt "alone" or "unsupported." This underlying narrative became increasingly clear and served to increase my passion to work within this field and develop it as a specialism within my future career.

Looking reflexively at my epistemological position as a critical realist I look to Pocock (2010) to capture my true viewpoint towards my research. He states:

"I believe, that while we can only see from a perspective (or perspectives) and our knowledge must always remain fallible and partial, there are nevertheless some situations where errors and distortions in perception leap up so strongly that if they were dogs they would bite us." (Pocock, 2010, pg 6)

As I interpret the words of Pocock (2010) to describe my own epistemological position, I feel that throughout the research I have accepted the views of others and I have taken such views as their perspectives, understanding that they are neither right nor wrong. While appreciating that although their perceptions may be subjective I accept that they are well informed and provided with the genuine purpose of the participants wanting to support the development of future professionals in order to help the young people they feel so passionately about. However, several perceptions did "leap up so strongly" such as those offered by the participant who spoke about the impact of his race and class on the success of the relationship with the YO. In this case I did notice the possible "distortions in perception" or just that they did not fall in line with my own.

5.11 – Conclusion

Despite decades of research, government initiatives and policies created in a response to Youth Offending it is still a section of society that causes huge disruptions to the nation both financially and socially.

Previous literature has identified links between the Role of the EP and the YO in terms of SEN, in particularly with support the YO's academic ability (Farrell et al 2006). The current study aimed to look further at the role of the EP with YOs and to gain the EP's perception of what characteristics are necessary for the successful formation of a relationship. Regardless of the small sample size, this research created a nationwide survey that achieved its aim by identifying what experience EPs in England have had with YOs over the previous year.

The findings identified that there was no relationship between the number of EPs who work on YOTs and the number of EPs who are based within inner-cities. It was found that the majority of EP work with YOs is commissioned by schools followed closely by YOTs with the main aims of supporting YOs with SEBD, to increase engagement and attendance, to identify the YO's learning/ability levels and to decrease offending. The main psychological theory or approaches employed by EPs is that of solution focused, using techniques such as scaling and SF questioning or target setting. Although the participants reported a reliance on SF approaches they interestingly did not identify it as always being the most effective method. Notably no consensus in how the EPs evaluated their work was identified.

The second aim of the study was to find out what characteristics EPs identified as being necessary for a successful relationship with the young offender. The current study used thematic analysis to achieve this aim.

Looking at the characteristics necessary for the successful formation of a relationship, the previous research highlighted the importance at looking at both the EP and the YO when attempting to identify characteristics that were necessary for the successful formation of a relationship (Rogers, 1957, 1958). The current study identified 4 themes that related to the YO and 9 that were specific to the EP. The themes identified to be specific to the YO were: the YO needs to be able to reflect; engage in the process/wants change; has good basic skills (literacy and social

skills); has endearing personality characteristics. The themes identified that were specific to the EP were: the EP needs to work holistically with all of the relevant adults; show GPR (acceptance and non-judgemental); have positive personality traits; can set clear boundaries and realistic expectations; be genuine and honest; be prepared; use assessment to identify the YO's areas of strength or need; has a certain appearance preferred by YO (common value systems); takes the time and gives the YO space.

The use of TA in this exploratory study revealed a more detailed picture about what characteristics are necessary to create a successful working relationship. The findings of this research were based on the participant's perceptions of their experiences and my interpretations of their data. My interpretations do not aim to make generalisations to the perceptions held by all EPs but to help to inform the knowledge and understanding of others. It is hoped that these findings will fuel debate in order to not only educate the professionals that work with the YOs but that they will also educate professionals to be able to identify young people who are at risk-of offending and provide them with support prior to offending or reoffending.

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APPENDICES

Appendix 1: The Systematic Literature Review

The systematic literature review was placed in the appendices in order for the researcher to describe in depth the process of the searches. The researcher aims in this appendix to provide clarity about how each article was selected and how they impacted on the current study.

5 systematic literature searches were carried out on 17.09.12 to identify research themes, critically review the research and identify gaps in previous research. This included articles from the following databases: Academic Search Complete, PsychArticles, PsychINFO and ERIC.

Systematic Literature Search 1

The first search term used was *The role of the Educational Psychologist* (N = 427). The researcher chose this term in order to explore what research exists that looks at the kinds of work EPs have done/can do within their role.

Parameters were set to 'include full text only' (N = 108), published after 1998 (the year that the Crime and Disorder Act 1998 was published) (N = 70), 'references available' (N = 58) and 'peer reviewed' (N = 56). Article titles and abstracts were viewed (N = 66) to determine the appropriateness of the article and whether they were published in England. 4 articles were selected: Atkinson et al. (2011); Boyle and Lauchlan, (2009); Farrell et al (2006); Kelly and Gray, (2000); Squires et al, (2007).

Article 1: Atkinson et al (2011)

This article was chosen as it met the research criteria and it explored the role of the EP and provided links between the role of the EP and the role of the therapist. It discussed the EPs use of therapy and therapeutic intervention in addition to the EPs use of assessment and consultation. This article impacted on the current study as it too looked at the perceptions of EPs (and others) and the authors chose to use thematic analysis (TA) to analyse the qualitative data. After the article had been critiqued (see table below), the researcher felt that Atkinson et al's (2011) use of

TA was appropriate for analysing their qualitative data and due to the similarities to the second phase of the current study the use of TA was considered.

Author/s	Atkinson, C., Corban, I., and Templeton, J.
Date	2011
Article Title and Journal	Educational psychologists' use of therapeutic interventions: issues arising from two exploratory case studies. <i>British journal of learning support. Vol 26(4)</i>
Research Area and Psychological Theory	Looks at the evolving role of the EP in providing therapeutic support to YP.
Design	qualitative
Participants (number/gender/age)	First study: N=14 (TEPs) Second study: N = 12 (4 assEPs, 6 EPs and 4 CPs)
Measures and data analysis	Thematic Analysis
Findings	EPs use a range of therapeutic interventions in different contexts with schools and multi-agency partners. Issues relate to opportunities to practise therapeutic interventions due to competing pressures, access to supervision and perceptions of the EP role.
Critique	Small sample size in both studies – difficult to generalise findings. Concerns over how the authors defined 'therapeutic interventions' as their participants included 'circle of friends'

	Participant sample is questionable: Inclusion of clinical psychologists in focus groups discussing the role of the EP is not explained.
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Article 2: Boyle and Launchlan (2009)

This article was chosen because it met the research criteria and explored the role of the EP in general but it also looked at the EP's role in terms of the application of psychology.

This discussion paper impacted on the current study as the researcher chose to ask the participants in the first phase (online questionnaire) specifically about the psychological theories that underpin their work.

Author/s	Boyle, C., and Launchlan, F.
Date	2009
Article Title and Journal	Applied psychology and the case for individual casework: some reflections on the role of the educational psychologist. Educational Psychology in Practice, Vol 25(1)
Research Area and Psychological Theory	Overview of the changing role of the EP emphasis on the importance of casework-based interventions and the application of psychology
Design	Discussion paper
Participants (number/gender/age)	n/a
Measures and data analysis	n/a
Findings	They suggest the possibility of the profession becoming obsolete if there is a continuation of the move away from individual interventions, applying psychology, to a more consultative

	based approach.
Critique	As a discussion paper, the authors do not provide new data to validate their claims and therefore do not provide any additional quantitative or qualitative data to current debate.

Article 3: Kelly and Gray (2000)

This article was chosen as it met the research criteria and it explored the general role of the EP. This was a large-scale study and the researcher therefore felt that the findings were more likely to have implications for the entire EP professions. This study impacted on the current study on terms of the quantitative stage. The researcher took aspects of Kelly and Gray's (2000) questionnaire and incorporated it into the questionnaire in the current research thesis.

Author/s	Kelly, D. and Gray, C. - Department for Education and Employment (DFEE),
Date	2000
Article Title and Journal	Educational psychology services (England): current role, good practice and future directions: the research report.
Research Area and Psychological Theory	The role of the EP in England
Design	Mixed methods
Participants (number/gender/age)	Questionnaire: N=144 LEAs and N=348 schools Interviews: N=234 participants
Measures and data analysis	Self-completion questionnaires and interviews – transcribed but the authors did not explain their methods of analysis.

Findings	<p>The role of the EP is heavily reliant on the process of statutory assessment for children with SEN. Participants valued EP's role in consultation, assessment and interventions with YP with SEBDs. Unique role in understanding how schools function at an organisational level. EP role in multiagency work.</p>
Critique	<p>Very large sample but draw little attention to individual differences between participants – included minimal expressions of views of participants in the interview stage.</p> <p>Lack of methodological explanation about how they analysed their data.</p> <p>Qualitative section lacked detail – losing the individual's voice.</p> <p>The questions put to participants from each LEA were 'customised' depending on the 'additional information' provided by the LEA. This has implications for the replicability of their research.</p> <p>Very impressive response rate from participants.</p>

Article 4: Farrell et al (2006)

This study was included in the current study as it met the research criteria and it not only explored the work EPs have done and their current role, but it also looked at the EP's role with YOs. This too was a large-scale study which in light of this would have implications for the entire EP profession. This study also looked at the EP's role in multi-agency work.

Author/s	Farrell, P., Woods, K., Lewis, S., Rooney, S., Squires., and O'Connor, M.
Date	2006
Article Title and Journal/source	A review of the functions and contribution of educational psychologists in England and Wales in light of the 'Every Child Matters: Change for Children'. <i>Department for Education and Skills</i>
Research Area and Psychological Theory	The role of the EP, views of a range of stakeholders. Particular focus on SEN assessment, multi-agency working (including YOs) and strategic work
Design	Mixed-methods
Participants (number/gender/age)	N = 983: HTs (N=404), PEPs (N=99), LEA staff (N=64), professionals who work with EPs (N=149), parents, YP (unknown)
Measures and data analysis	2 Questionnaires: professionals and parents Telephone and face interviews with professionals. Interviews with YP who had recently worked with EPs Quan: Descriptive statistics Qual: unknown
Findings	EPs have a role in contributing to meeting ECM 5 outcomes. They have a role in assessment, consultation, intervention and training. EPs are too heavily involved with children with SEN/statementing process Important role with individual children

	<p>who have severe, complex and challenging needs.</p> <p>Role in multi-agency work, managing multi-agency teams, developing projects and initiatives. Strategic role with LAC and YOTs.</p> <p>Distinct contribution: EPs academic background and application of psychology.</p> <p>Significant minority of EPs work with YOTs – although strong willingness from EPs to get involved. Unique role: facilitate multi-agencies, distinctive understanding of complexity of issues for YOs, training and developing understanding of professionals working with YOs.</p>
Critique	<p>Very large sample size and good response rate.</p> <p>One of their key findings was that school staff placed less of an emphasis on the EP's role in meeting the 5 ECM outcomes due to their view of the EP's lack of involvement with YP. This may actually be due to the schools (at the time of publishing) not having to play a full part in implementing the provisions of the Children Act in relation to the ECM outcomes and they may still be influenced by the slightly more narrowly focussed standards agenda. At this time, schools were only required to demonstrate that they were meeting the</p>

	<p>ECMs outcomes in their tick sheets on their SAF.</p> <p>Suggests that others (such as TEPs) can do the role of the EP – authors assume this may be due to the cost of schools to buy EP time compared to TEP time. This assumption has no evidence-base as they do not ask schools for their reasoning.</p> <p>Their questionnaire asked ‘who else could do this role’ but doesn’t ask the participant why.</p> <p>Questionnaire was very long and time consuming – repetitive</p> <p>Parent questionnaire asked unnecessary questions and answers were not analysed – age/gender of YP.</p> <p>Doesn’t identify how YP were identified by the EP – could the choice of YP have been influenced by EP or EPS? Maybe they chose cases where they knew their impact was successful and obvious. May have represented an overly positive view of EPs by parents than if the researchers had used random sampling.</p> <p>Only some of the interviews were recorded using audio information. Some were not and notes were taken – experimenter bias as not every word was recorded, therefore the experimenter would have chosen the key ‘important’ things to record.</p> <p>Doesn’t explain the method, describe</p>
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	<p>inductive thematic analysis but then contradicts what was said by describing deductive analysis. Doesn't make reference to name of analysis method.</p> <p>Of the 404 responses from schools, there was a large imbalance between the number of responses from different kinds of schools therefore for groups such as PRUs with a small response, the results are less likely to be generalizable.</p>
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Systematic Literature Search 2

The second search was completed as the first search highlighted that there was not much literature that looked at the role of the EP specifically with YOs.

The second search term used was *The role of the Educational Psychologist with Young Offenders* (N = 12, 613). Parameters were set to 'include full text only' (N = 5,392), published after 1998 (N = 2,227), 'references available' (N = 1,689), 'peer reviewed' (N = 1,617) and focused on 10-17 year olds (N = 143). Article titles and abstracts were viewed (N = 143) to determine the appropriateness of the article and whether they were published in England. Only 1 article included both an EP and a YO: Ryrie, (2006). A hand search of Ryrie (2006) identified Berridge et al (2000).

Article 5: Ryrie (2006)

This article was chosen as it met the criteria and it explored the role of the EP with particular and in depth reference to YOs and the EPs role on YOTs. It influenced the current study as the researcher chose in light of this article to ask participants whether or not they are EPs working on a YOT. This search also highlighted that very little literature exists on the role of the EP specifically with YOs.

Author/s	Ryrie, N.
Date	2006
Article Title and Journal	Working with a YOT: Personal perspectives on challenges and opportunities for the practice of Educational Psychology. Educational and Child Psychology. Vol 23 (2) p.6
Research Area and Psychological Theory	Youth Offending and Educational Psychology
Design	n/a - Discussion paper
Participants (number/gender/age)	n/a
Measures and data analysis	n/a
Findings	<p>He proposed a relationship between exclusion and reoffending.</p> <p>Role of EPs with YOs is not a specialist position it can and should be done by all EPs.</p> <p>EPs have a role in consultation, assessment and intervention, they can work on an individual level with the YO, parents, multi-agency work and systemic work.</p> <p>EPs are flexible and can adapt their practice to suit the methods of other professionals.</p> <p>There is a role for the EP on YOTs.</p>
Critique	Ryrie used the research of Berridge et al (2001) as the evidence base to support some of this claims. The researcher was able to critique Ryrie's conclusions by critiquing Berridge et al's (2001) research.

Article 6: Berridge et al (2001)

This article was chosen as the researcher wanted to critique the research that Ryrie (2006) had used to support his views.

As the researcher made frequent references to Ryrie's (2006) thoughts and discussions that were based mainly upon his own personal experiences, it was felt that his evidence-base needed to be explored. The key study he used to validate his claims was Berridge et al (2001).

Author/s	Berridge D. Brodie I, Pitts J. Porteous D. and Tarling R.
Date	2001
Article Title and Journal	The Independent Effects of Permanent Exclusion from School on the Offending Careers of Young People (RDS Occasional Paper No 71). Research, Development and Statistics Directorate.
Research Area and Psychological Theory	Exclusion from school - Young Offenders
Design	Mixed methods - exploratory
Participants (number/gender/age)	Quantitative section N = 343 (263 had complete records) 261 male/ 82 female 67% white, 11% afro-Caribbean (10-17 years old) Qualitative interviews N = 34 (28 YP, 6 parents) 14 – 20 years old. 8 female 20 male – 19 white British.
Measures and data analysis	Quantitative – tables of data (no further explanation) Qualitative – they allude to thematic analysis but do not specifically state this

Findings	<p>Of the 343 participants, only 263 cases had complete records held by the police. Of the cases where complete records existed, 85 (almost a third) had no recorded offences prior or post exclusion. For the remaining young people with complete records, 117 (44%) were recorded as having offended after the exclusion but not prior, 47 (17%) had offended prior to exclusion and reoffended after and 14 (5%) had offended before but not after the exclusion. Of the 263, 13 had embarked on a criminal career in the same month that they had been permanently excluded. For the cases where the young person had committed crimes after permanent exclusion, offending occurred at least a 'year or more' after the exclusion for half of the sample.</p>
Critique	<p>Over representation of white participants.</p> <p>Over representation of male participants.</p> <p>Small sample-size for qualitative stage.</p> <p>No mention of the analysis undertaken on the qualitative data. They discussed how the qualitative data was analysed to identify young people who could be described as 'non-starters', 'starters', 'persisters' and 'desisters' in terms of their offending behaviour. They</p>

	<p>provided no further explanation of the analysis undertaken, emphasising the findings from their quantitative data more heavily than their qualitative data. the data from the qualitative section was gathered from interviews that took place with young people at least four to five years after they had be excluded from school. The views provided by the participants were based on memories and recounts of events, therefore their recollections might not be entirely accurate.</p> <p>Another criticism of this study can be found in Berridge et al's (2001) definition of 'exclusion'. They described how they included, not only young people who were permanently excluded, but those who were out of school, had poor attendance or informal and unofficial exclusions. This raises questions about the conclusions they drew and the implications of their research for young people who have been permanently excluded from school.</p>
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Systematic Literature Search 3

The third search was conducted by the researcher due to the little amount of literature that had been found that looked at the EP's role specifically with YOs.

The third search term used was *Youth Offending Educational Psychology* (N = 2,733). Parameters were set to 'include full text only' (N = 830), published after

1998 (N = 715), ‘references available’ (N = 613), ‘peer reviewed’ (N = 598) and focused on 10-17 year olds (N = 231). Article titles and abstracts were viewed (N = 231) to determine the appropriateness of the article and whether they were published in England. Only 1 article contained both EP and YOs – this article was a duplication of the article found in search 2.

Systematic Literature Search 4

This search was undertaken in order to find literature that looked at the relationship that is formed between EPs and YOs.

The forth search term used was *The relationship between the Educational Psychologist and the Young Offender* (N = 10,030). Parameters were set to ‘include full text only’ (N = 2,412), published after 1998 (N = 1,865), ‘references available’ (N = 1,561), ‘peer reviewed’ (N = 1,449) and focused on 10-17 year olds (N = 461). Article titles and abstracts were viewed (N = 461) to ensure the studies looked at YOs (N = 20). Of these studies, none of them involved EPs as well. 1 article was deemed relevant to the research thesis as it looked at the relationship the EP forms but this relationship was with other professionals: Dennis (2004).

Article 7: Dennis (2004)

This article was included even though it did not contain YOs as the researcher felt (as a result of this search) that a little amount of literature was available that looked at the relationship specifically between the EP and the YO. This study at least looked at the EP and the characteristics specific to the EP that are perceived as necessary for the formation of a relationship with a client.

Author/s	Dennis, R.
Date	2004
Article Title and Journal	So far so good? A qualitative case study exploring the implementation of consultation in schools. <i>Educational Psychology in Practice</i> , 20(1), 17-29.
Research Area and Psychological Theory	Educational Psychologists, characteristics necessary for the

	successful formation of a relationship.
Design	Qualitative study
Participants (number/gender/age)	SENCoS of 12 schools
Measures and data analysis	Semi- structured interviews – recorded and “partially transcribed” using grounded theory
Findings	<p>SENCo reported they were unsure of all of the ways in which an EP could work. The relationship between the EP and SENCo was central to the success of the use of consultation.</p> <p>Characteristics specific to the EP had an impact on the successful formation of a relationship (open, honest, supportive, easy to talk to)</p> <p>Characteristics specific to the SENCo were necessary to the successful formation of the relationship (willing to try new things, take risks).</p> <p>SENCoS viewed EPs as an “enabler” not as an “expert”.</p> <p>EP forms a relationship from a single consultation.</p>
Critique	<p>Small participant sample.</p> <p>EPs chose which SENCoS the researcher should approach to take part in the study. The EPs could have chosen SENCoS where they felt they had had a very close and successful relationship with them, therefore impacting on the results by creating a more positive view of the EP SENCo relationship than may have been</p>

	collected if the participant sample was selected at random.
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Systematic Literature Search 5:

This search was completed in order to find research that looked at the relationship with YOs even if there was no reference to EPs. This was done as it was felt due to the previous searches that research looking specifically at the relationship between the EP and YO was not available or did not exist.

The fifth search term used was *The relationship with Young Offenders* (N = 50). Parameters were set to 'include full text only' (N = 13), published after 1998 (N = 13 'references available' (N = 13) and 'peer reviewed' (N = 11). Article titles and abstracts were viewed (N = 11) to determine the appropriateness of the article and whether they were published in England. 3 articles were selected. The first 2 were Bessant (2008) who looked at neurological characteristics specific to a YP and Thompson et al (2002) who looked at characteristics specific to the helper.

Article 8: Bessant (2008)

This search did not yield literature that looked at the relationship with a YO. It did however identify this article which looked at the impact of the age and the neurological development of YP which would be relevant to YOs. This article looked at characteristics of the client/YP that impacted on the successful formation of a relationship.

Author/s	Bessant, J.
Date	2008
Article Title and Journal	Hard wired for risk: Neurological science, 'the adolescent brain' and developmental theory. <i>Journal of Youth Studies</i> , 11 (3). pp. 347-360.
Research Area and Psychological Theory	The adolescent brain and youth studies
Design	Discussion paper

Participants (number/gender/age)	n/a
Measures and data analysis	n/a
Findings	<p>The human brain is different to the adult brain and that it is not fully developed until the YP reaches their early twenties. This impacts on the YP's ability to take part in executive decision making to make judgements and to exercise self-restraint.</p> <p>The frontal lobe is less developed and it is in this part of the brain that the YP develops the capacity to 'do the right thing' and reflect on their behaviours.</p>
Critique	<p>His propositions may be problematic as they breach a number of YP's human rights.</p> <p>If we prohibited YP from engaging in activities that they are not neurologically ready for, this would work counterproductively because we would be denying YP the experiences that support the development of intuition through experience – the quality of our intuition is surely needed for good decision- making.</p>

Article 9: Thompson et al (2002)

This article was chosen as it looked at the characteristics that were perceived as necessary for the successful formation of a relationship. Like the previous article, it made no reference to the EP or the YO but it did look at characteristics specific

to the helper. It explored which characteristics were deemed as necessary for the successful formation of a relationship.

Author/s	Thompson, R. L., Brossart, D. F., Carlozzi, A. F. and Miville, M. L
Date	2002
Article Title and Journal	Five-factor model (big five) personality traits and universal-diverse orientation in counsellor trainees. <i>Journal of Psychology, 136 (5), 561-572.</i>
Research Area and Psychological Theory	Personality traits – Five factor model and Universal-Diverse Orientation
Design	Quantitative
Participants (number/gender/age)	N = 106 graduate student counselors
Measures and data analysis	Traits were measured using the NEO-Personality Inventory- Revised Regression analysis
Findings	<p>Statistically significant results were found between UDO and one of the Big Five personality traits (openness to experience).</p> <p>Counselor trainees who are open to the creative expressions of others may be comfortable forming a relationship with a wide variety of clients. These results suggest that counselor training that encourages experiences of aesthetic diversity in addition to an exploration of values may promote trainees' ability to work with diverse clients.</p> <p>The helper needs to be culturally competent and demonstrate characteristics such as ‘openness’.</p> <p>They broke down the personality trait</p>

	<p>‘openness’ that had been the characteristic to yield significant results, into six facet scales: openness to aesthetics, fantasy, feelings, actions, ideas and values. Looking at the six facets of openness, the openness to aesthetics, to appreciate beauty and art (Costa and McCrae, 1992) appeared to yield the most significant results.</p> <p>They suggested that the more ‘creative’ a helper is, the more likely they are to understand their clients in terms of their similarities and differences.</p>
Critique	<p>The latter finding should be interpreted with caution as it appears the researchers may have used research by Langer (1989) on ‘creativity’, a personality trait in itself, to interpret their results. As Thompson et al (2002) measured ‘openness to aesthetics’ and then extrapolated research on ‘creativity’ to interpret their results, this may invalidate this particular finding or make their evidence-base questionable.</p> <p>Looking through the methodology of Thompson et al. (1992) study, their sample included 1% Asian, 7% African American, 8% Native American, 21% Latino and 63% Caucasian graduate trainees, 86% of which were female. Not only was their sample collected in the United States, but there appears to be a large gender and racial bias, not</p>

	<p>necessarily reflecting the English counselling or Educational Psychology profession.</p> <p>The submission of questionnaires was not consistent and for the participants who submitted their sheets directly to the researcher this may have influenced the level of honesty from the participants.</p>
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Article 10: Glasser (2000)

Glasser (2000) was deemed relevant to the current study as the article looked at the relationship between a helper and a young person who is violent or demonstrates delinquent or offending behaviour. Although Glasser (2000) did not refer to the YP as ‘young offenders’ it was deemed to be relevant to the current study as he looked at YP who demonstrate violent, delinquent or offending behaviour. He looked at the characteristics of the helpers that were perceived as necessary for the successful formation of a relationship with these YP.

Author/s	Glasser. W.
Date	2000
Article Title and Journal	School violence from the perspective of William Glasser. Professional School Counseling, Vol 4(2), Dec, 2000. Special issue: School violence and counselors. pp. 77-80
Research Area and Psychological Theory	Violence prevention and role of the helper in a relationship with these YP. Characteristics specific to the helper that impact on the successful formation of a relationship.

Design	Discussion paper
Participants (number/gender/age)	n/a
Measures and data analysis	n/a
Findings	<p>The most important aspect of the role of the helper is to form a relationship with the YP. The role of the helper is not to focus on outcomes or to punish or gain criminal information from the YP. The helper's role is to be the warm and responsible adult at the YP is lacking.</p> <p>He drew on Choice Theory to describe the use of the 7 caring habits and the 7 deadly habits.</p>
Critique	<p>Glasser (2000) made a very small and vague reference to a study he had completed in order to validate his claims. He made no reference to the participant number or the methodology therefore making it impossible to critique it or to assume that this study held any grounds in terms of replicability or implications for a population of individuals. Glasser (2000) himself identified that his study was small scale, therefore suggesting that the findings could not reliably have implications wider than for the participants in his study.</p> <p>Glasser (2000) used little research to support his claims. He mainly used his own research (Glasser, 1998).</p>

	<p>Glasser (2000) did however call on the research of Resnick et al (1997) which he used to support his claims. This was critiqued in the main body of the current research thesis.</p>
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3 more articles were looked at that were identified in this search which were however not used due to the duplication of information found in order articles (they did not add anything additional to the current literature review) (Mottern, 2002; Wilder, 2004; Wubbolding, 2005). As these articles, along with Glasser (2000) looked at research with YOs the researcher read the articles in full in order to determine the theoretical underpinning that the authors had used in order to explore the relationship between a helper and a YO. These studies referenced Glasser's (1998) Choice Theory as the theoretical underpinning behind their work. The researcher therefore chose to look at the work of William Glasser and his Choice Theory (1998).

Article 11: Glasser (1998)

Author/s	Glasser. W
Date	1998
Article Title and Journal	Choice Theory: A New Psychology of Personal Freedom. HarperCollins Publishers.
Research Area and Psychological Theory	Choice Theory
Design	Book
Participants (number/gender/age)	n/a
Measures and data analysis	n/a

Findings	<p>Glasser (1998) explains:</p> <ul style="list-style-type: none"> • All we do is behave • Almost all behaviour is chosen • We are driven by our genes to satisfy five basic needs: survival, love and belonging, power, freedom and fun. • Only person whose behaviour we can control is our own. • All long-lasting psychological problems are relationship problems. • Seven caring habits help the formation and maintenance of a relationship. • Seven deadly habits prevent or inhibit the formation or maintenance of a relationship.
Critique	<p>This theory does not take account of biochemical or genetic influences.</p> <p>It does not take account of cultural differences – in that some cultures individuals may be reluctant to voice their needs. Voicing one's basic desires might not be socially acceptable for them – this could lead to the client being misunderstood.</p> <p>The psychoanalytic aspects of this theory are not given adequate emphasis in influencing our behaviour.</p>

A hand search was performed using the search engine Google on 21st September 2012 using the term *characteristics of a helping relationship*. A discussion paper by Rogers (1958) was found and was included in the current study as it was felt that the work of Roger's was essential in building an understanding of a relationship. The researcher chose to include Roger's work although it had been completed well before the Education Act (1998) due to the researcher's preference of Roger's definition of a relationship and the view held that Roger's was a pioneering theorist in understanding the process of a working relationship and the characteristics that are deemed necessary for the successful formation of a relationship.

Article 12: Rogers (1958)

Author/s	Rogers. C.
Date	1958
Article Title and Journal	The Characteristics of a Helping Relationship. <i>Personnel and Guidance Journal</i> 37(1). p 6-16
Research Area and Psychological Theory	Characteristics specific to the helper and helpee that are necessary for the successful formation of a relationship.
Design	Discussion paper
Participants (number/gender/age)	n/a
Measures and data analysis	n/a
Findings	<p>Provided a definition of a relationship.</p> <p>Identified that the helper and client are equally important in the formation of a relationship.</p> <p>Identified characteristics that are specific to the helper and those that are specific to the client that impact on the</p>

	success of the formation of a relationship.
Critique	<p>Based on very little theory.</p> <p>Rogers may be overly optimistic with his assumptions and suggestions.</p> <p>Conditions may be necessary but no evidence to suggest they are sufficient.</p> <p>The theory places limits upon the helper's behaviour – limiting their teaching or guiding role.</p> <p>Can become supportive without challenging the client, which makes change difficult.</p>

Appendix 2: Ethics Form

UNIVERSITY OF EAST LONDON

School of Psychology

APPLICATION FOR RESEARCH ETHICS APPROVAL

FOR RESEARCH INVOLVING HUMAN PARTICIPANTS

**FOR PROFESSIONAL DOCTORATE RESEARCH IN CLINICAL,
COUNSELLING & EDUCATIONAL PSYCHOLOGY**

Students on the Professional Doctorate in Occupational & Organisational Psychology and PhD candidates should apply for research ethics approval through *Quality Assurance & Enhancement* at UEL and NOT use this form. Go to: <http://www.uel.ac.uk/qa/research/index.htm>

Before completing this form please familiarise yourself with the latest *Code of Ethics and Conduct* produced by the British Psychological Society (BPS) in August 2009. This can be found in the Professional Doctorate Ethics folder on the Psychology Noticeboard (UEL Plus) and also on the BPS website www.bps.org.uk under *Ethics & Standards*. Please pay particular attention to the broad ethical principles of respect and responsibility.

HOW TO COMPLETE & SUBMIT THE APPLICATION

Complete this application form electronically, fully and accurately.

Type your name in the 'student's signature' section (5.1).

Include copies of all necessary attachments in the **ONE DOCUMENT SAVED AS .doc**

Email your supervisor (Director of Studies) the completed application and all attachments as **ONE DOCUMENT**. INDICATE 'ETHICS SUBMISSION' IN THE SUBJECT FIELD OF THIS EMAIL so your supervisor can readily identify its content. Your supervisor will then look over your application.

If your application satisfies ethical protocol, your supervisor will type in his/her name in the 'supervisor's signature' section (5.2) and email your application to the Helpdesk for processing. You will be copied into this email so that you know your application has been submitted. It is the responsibility of students to check this. Students are not able to email applications directly to the Helpdesk themselves.

Your supervisor will let you know the outcome of your application. Recruitment and data collection are NOT to commence until your UEL ethics application has

been approved, along with other research ethics approvals that may be necessary (See 4.1)

MANDATORY ATTACHMENTS

A copy of the invitation letter you intend giving to potential participants.

A copy of the consent form you intend giving to participants.

OTHER ATTACHMENTS AS APPROPRIATE

A copy of the questionnaire(s) and the test(s) etc you intend to use.

A copy of the kinds of interview questions you intend to ask participants.

A copy of ethical clearance from an external organisation if you need one, and have one (e.g. NHS ethical clearance). Note that your UEL ethics application can be submitted and approved before ethical approval is obtained from another organisation, if you need this (see 4.1). Please confirm with your supervisor when you have external ethical clearance, if you need it.

CRB clearance is necessary if your research involves ‘children’ (anyone under 18 years of age) or ‘vulnerable’ adults (see 4.2 for a broad definition of this). Because all students registered on doctorate programmes in clinical, counselling or educational psychology have obtained a CRB certificate through UEL, or had one verified by UEL, when registering on a programme, this CRB clearance will be accepted for the purpose of your research ethics application. You are therefore not required to attach a copy of a CRB certificate to this application.

*** IF SCANNING ATTACHMENTS IS NECESSARY BUT NOT *AT ALL* POSSIBLE, SUBMIT TWO HARDCOPIES OF YOUR APPLICATION (INCLUDING ALL ATTACHMENTS) DIRECTLY TO THE HELPDESK. HARDCOPY APPLICATIONS ARE TO BE SIGNED BY YOU AND YOUR SUPERVISOR AND DELIVERED TO THE HELPDESK BY YOU**

N.B: ELECTRONIC SUBMISSION IS REQUIRED WHERE AT ALL POSSIBLE AS HARDCOPY SUBMISSION WILL SLOW DOWN THE APPROVAL PROCESS

REMEMBER TO INCLUDE ALL NECESSARY ATTACHMENTS IN THE ONE APPLICATION DOCUMENT AND EMAIL THE COMPLETE APPLICATION AS ONE DOCUMENT (.doc) TO YOUR SUPERVISOR WITH ‘ETHICS SUBMISSION’ IN THE SUBJECT FIELD OF YOUR EMAIL

1. Initial details

1.1. Title of Professional Doctorate programme: Doctorate in Education and Child Psychology

1.2. Registered title of thesis: (This can be a working title if one is not yet registered):

An Exploration of the working relationship between an Educational Psychologists' and a Young Offender in England.

2. About the research

2.1. Aim of the research:

The purpose of this research is to explore what is currently being done by Educational Psychologists (EPs) with young offenders in England. It aims to then look deeper at the reasons why EPs feel they were able to create a positive relationship and their work has been successful.

Likely duration of the data collection/fieldwork from starting to finishing date:

<i>Phase of Research</i>	<i>Start</i>	<i>End</i>	<i>Duration</i>
Dispatch questionnaire	February 2012	February 2012	4 weeks
Follow-up of unreceived (Email Principle EP of each LEA as a polite reminder)	March 2012	March 2012	2 weeks
Quantitative data analysis and participant selection	April 2012	May 2012	6 weeks
Interviews	May 2012	August 2012	16 weeks
Transcription and qualitative data analysis	September 2012	January 2013	20 weeks

Methods. (Please give full details under each of the relevant headings)

2.3. Design of the research:

This study will have an exploratory purpose and it will employ a sequential mixed-methods design of quantitative followed by qualitative data collection.

2.4. Data Sources or Participants:

The participants in this study will be Educational Psychologists that are registered with Health Professionals Council (HPC) in England. As there are 152 local education authorities in England, it can be estimated that if each Local Education Authority (LEA) has roughly 10 EPs then there should be approximately 1520 participants available to take part in Phase One of the research. For Phase Two of the research, EPs who currently are members of Young Offenders' Teams (YOTs) will be asked to take part in the second phase.

2.5. Measures, Materials or Equipment:

Questionnaire (Please see attached) – The questionnaire has been created by the researcher.

Semi-structured Interview (Please see attached)

2.6. Outline of procedure, giving sufficient detail about what is involved in the research:

Prior to data collection stages, participant invitation letters will be sent to all Principle Education Psychologists of each of the 152 Local Education Authorities in England in order for them to be distributed to all HPC registered EPs in their service. With the participant invitation forms, consent forms will be included for EPs to give full written consent to take part in Phase One of the study and to inform them of the purpose of the design and their participant rights and expectations.

Consenting participants will be asked to take part in an online questionnaire. The questionnaire aims to discover which EPs are working directly with YOs as part of the YOTs. Having identified these EPs the questionnaire aims to explore the types of work the EPs are undertaking with the YOs. At the end of the questionnaire, the EPs that have a role on YOTs will be asked to consent to take part in Phase Two of the design. For those EPs that consent, face-to-face, recorded, semi-structured interviews will take place via Skype. Interviews will last approximately 45 minutes. This data will be transcribed and thematic analysis of the transcriptions will aim to identify themes EPs mention that will inform practice by suggesting desirable attributes of an EP and methods of working.

3. Ethical considerations

3.1. Obtaining fully informed consent:

Written consent will be obtained from each Educational Psychologist to take part in Phase One of the study (the questionnaire). Consent will then be requested again for those EPs that have a role on the YOTs, to determine whether they would like to take part in Phase Two.

3.2. Engaging in deception, if relevant:

The aims of the research will be shared fully with the participants.

3.3. Right of withdrawal:

Once the participants have given consent to take part in Phase One of the study (the questionnaire) their personal information will be kept confidential. For those participants who have a role on YOTs, they will be asked whether they would like to take part in Phase Two of the study. These EPs will be informed that they have the right to withdraw from the study after Phase One but that their answers for Phase One will still be included in the study's findings. If a participant chooses to withdraw during or after Phase Two, their Phase Two data will not be used.

3.4. Anonymity & confidentiality:

Will the data be gathered anonymously (i.e. will you know the names and contact details of your participants?)

NO

If NO, what steps will be taken to ensure confidentiality and protect the identity of participants?

In order for participants to be contacted to seek consent to take part in Phase Two; they will have to have given their personal information in Phase One. All personal information will be kept confidential and only the researcher will be able to access this information. Once the study is over, all personal information about each participant will be destroyed. Audio recordings of the interviews via Skype (so omitting the participant's face) will be kept for three years and their identification will be anonymised. This will be made clear in the participant invitation letter.

3.5. Protection of participants:

(E.g. Are there any potential hazards to participants or any risk of accident or injury to them? What is the nature of these hazards or risks? How will the safety and well-being of participants be ensured? What contact details of an appropriate support organisation or agency will be made available to participants, particularly if the research is of a sensitive or potentially distressing nature?)

NO

3.6. Will medical after-care be necessary?

NO

3.7. Protection of the researcher:

(E.g. Will you be knowingly exposed to any health and safety risks? If equipment is being used is there any risk of accident or injury? If interviewing participants in their homes will a third party be told of place and time and when you have left the house?

NO

3.8. Debriefing:

As the purpose of the study will be made clear from the start and the participants will not be deceived in any way, it seems appropriate that the only debriefing that it's necessary is to re-assure and remind the participants about what will happen to their data and the material throughout the study and once the study is complete. They will again be reminded of their right to withdraw.

3.9. Will participants be paid?

NO

3.9. Other:

NONE

4. Other permissions and clearances

4.1. Is ethical clearance required from any other ethics committee?

NO

PLEASE NOTE: UEL ethical approval can be gained before approval from another research ethics committee is obtained. However, recruitment and data collection are NOT to commence until your research has been approved by UEL and other ethics committees as may be necessary. Please let your supervisor know when you have obtained ethics approval from another organisation, if you need one.

4.2. Will your research involve working with children or vulnerable adults?*

NO

* 'Vulnerable' adult groups include people aged 18 and over with psychiatric illnesses, people who receive domestic care, elderly people (particularly those in nursing homes), people in palliative care, people living in institutions and sheltered accommodation, for example. Vulnerable people are understood to be persons who are not necessarily able to freely consent to participating in your research, or who may find it difficult to withhold consent. If in doubt about the extent of the vulnerability of your intended participant group, speak to your supervisor.

5. Signatures

ELECTRONICALLY TYPED NAMES WILL BE ACCEPTED AS SIGNATURES BUT ONLY IF THE APPLICATION IS EMAILED TO THE HELPDESK BY YOUR SUPERVISOR

5.1. Declaration by student: Sasha Maheen Hall

I confirm that I have discussed the ethics and feasibility of this research proposal with my supervisor(s).

I undertake to abide by accepted ethical principles and appropriate code of conduct in carrying out this proposed research. Personal data will be treated in the strictest confidence and participants will be fully informed about the nature of the research, what will happen to their data, and any possible risks to them.

Participants will be informed that they are in no way obliged to volunteer, should not feel coerced, and that they may withdraw from the study without disadvantage to themselves and without being obliged to give any reason.

Student's name: Sasha Maheen Hall

Student's signature: Sasha Maheen Hall

Student's number: 0304843

Date: 22/12/2011

5.2. Declaration by supervisor:

I confirm that, in my opinion, the proposed study constitutes a suitable test of the research question and is both feasible and ethical.

Supervisor's name: Dr Miles Thomas

Supervisor's signature:

Date:

UNIVERSITY OF EAST LONDON

School of Psychology

Stratford Campus

Water Lane

London E15 4LZ

The Principal Investigator

Name: Sasha Maheen Hall

Contact Details: u0304843@uel.ac.uk

Consent to Participate in a Research Study

The purpose of this letter is to provide you with the information that you need to consider in deciding whether to participate a research study. The study is being conducted as part of my doctorate in Education and Child Psychology at the University of East London.

Project Title

An exploration of the working relationship between Educational Psychologists and Young Offenders in England.

Project Description

The purpose of the research is to find out exactly what EPs are doing with young offenders on their case load. It aims to create national statistics to describe what experience EPs in England have had working directly with young offenders in the past year and the type of tools and interventions they used. The research will then look deeper to explore the factors of a positive relationship between EPs (on YOTS) and the young offender. No assumptions have been made around the outcomes of the research but it is expected that several key themes will emerge and they will be used to create data that will help to identify what attributes make a good EP and lead to a successful engagement with the young offender. The implications of such a research piece will help to provide the profession with an overview of EP experiences with young offenders to identify common practice and the current role of the EP. By identifying key themes that attribute to a successful relationship, the research will have implications for professional development and will help to promote best and effective practice.

Participants will be asked to complete an online questionnaire about their involvement with Young Offenders. This questionnaire aims to determine roughly how many EPs work on YOTs in England. Participants who do not work on YOTs will simply be asked to state this. EPs who state that they are currently members of a YOT will be asked to continue the questionnaire. For EPs who state that they are members of YOTs in their LEA and that they have worked 1-2-1 with YOTs this year, will be asked to consent to take part in Phase Two of the research.

In Phase Two, participants will take part in a 45 minute interview with the researcher. Participants will be asked to talk about how they were able to create a positive relationship with the YO. They will be asked to discuss any barriers to

creating a positive relationship and whether they felt they were able to add value to the young person's life.

Confidentiality of the Data

Once the participants have given consent to take part in Phase One of the study (the questionnaire) their personal information will be kept confidential. For those participants who have a role on YOTs, they will be asked whether they would like to take part in Phase Two of the study. These EPs will be informed that they have the right to withdraw from the study after Phase One but that their answers for Phase One will still be included in the study's findings. If a participant chooses to withdraw during or after Phase Two, their Phase Two data will not be used.

In order for participants to be contacted to seek consent to take part in Phase Two, they will have to have given their personal information in Phase One. All personal information will be kept confidential and only the researcher will be able to access this information. Once the study is over, all personal information about each participant will be destroyed. Audio recordings of the interviews via Skype (so omitting the participant's face) will be kept for three years and their identification will be anonymised. This will be made clear in the participant invitation letter.

Location

As this study will take the form of an online questionnaire, it can be completed in the participant's workplace or home in their own time (within the provided time frame). The interviews will be virtual, via Skype, so again will take place at a computer of the participant's preference.

Disclaimer

You are not obliged to take part in this study and should not feel coerced. You are free to withdraw at any time. Should you choose to withdraw from the study you may do so without disadvantage to yourself and without any obligation to give a reason. Should you withdraw after Phase Two, the researcher reserves the right to use your anonymised data from Phase One in the write-up of the study and any further analysis that may be conducted by the researcher. Information from Phase Two will not be used.

Please feel free to ask me any questions. If you are happy to continue you will be asked to sign a consent form prior to your participation. Please retain this invitation letter for reference.

If you have any questions or concerns about how the study has been conducted, please contact the study's supervisor:

Miles Thomas

School of Psychology,

University of East London,

Water Lane,

London

E15 4LZ

Email address: m.thomas@uel.ac.uk

or

Chair of the School of Psychology Research Ethics Sub-committee:

Dr. Mark Finn, School of Psychology, University of East London, Water Lane,
London E15 4LZ.

(Tel: 020 8223 4493. Email: m.finn@uel.ac.uk)

Thank you in anticipation.

Yours sincerely,

Sasha Hall

22/12/2011

OTHER ATTACHMENTS (For Ethics Submission)

Proposed Questionnaire at the time of Ethics Submission

Survey of the experience of Educational Psychologist with young offenders in England in the academic year of 2010-2011

Thank you for taking the time to take part in this survey. My name is Sasha Hall and I am a trainee at the University of East London and I am currently training in an East London Borough.

The purpose of this research is to create national statistics about what EPs are currently doing with young offenders.

Please be aware that you have the right to withdraw from the study at any time. Any personal information you submit will be kept confidential but it is essential for phase 2 of my research that I gain specific information in order to contact participants directly.

Please read the following definition before taking part in this research:

"The youth justice system deals with young people aged 10-17 only. Children under age 10 are deemed not to be criminally responsible and unless involved in very serious offending are dealt with under welfare and child protection procedures rather than criminal justice. Young people aged 18 and over are treated as adults by the criminal justice system and sentenced by adult courts in the same way as adults. The only difference relates to custodial sentences, which are served in a Young Offender Institution between the ages of 18 and 20, with transfer to an adult prison occurring on their 21st birthday." (Hine and Williams, 2007)

Name	
Gender	
Job Title	
EPS Service and Region	
Member of the YOT?	
Specialisms	

In the academic year of 2010 (Sep 1st) to 2011 (Aug 31st), have you worked directly (in person) with young offenders?

yes

no

(Please circle – if you answered ‘yes’ please continue, if ‘no’ please insert N/A in all fields and submit)

If you have worked directly with young offenders please state the kinds of work you have done in 2010-2011.

One to one

Group work

Other (please specify)

(If you worked one to one with a young offender please continue, if not please insert N/A in all further fields and submit)

If you have worked 1-2-1 with a young offender what interventions/methods have you used?

Intervention (Please specify e.g. CBT, SFBT)

Consultation

Psychometrics

Other (please specify)

In terms of your 1-2-1 work with young offenders, how did you measure any benefits or change in order to demonstrate efficacy?

How was this work commissioned?

How is this work funded?

Thank you for taking part in this survey. By submitting this survey you are giving your consent to participate in my doctoral thesis research and you may be contacted in order to take part in the second phase if you have identified that you are part of the Young Offenders Team.

Proposed Questionnaire at the time of Ethics Submission - Semi-structured interview questions

The semi-structured interview will be held in person or via Skype dependent on geographical constraints.

Questions will be asked around:

Over the past academic year, you have identified that you have worked directly with young offenders as part of your role within the YOT. If you could take a moment to think about a few experiences you have had with a YO where you have felt that the interactions were positive. Can you explain these experiences and what you feel went well and why?

Prompts:

What do you feel it is about you that made the interaction successful?

What attributes do you feel helped you in these situations?

What attributes do you wish you had been able to display that would have facilitated the relationship further?

Thinking about situation when you have felt the interactions were less positive. What do you feel were the barriers to creating a successful relationship?

Prompts:

What was it about you that you feel may have negatively influenced this experience?

What attributes do you wish you had been able to display that would have facilitated the relationship further?

Do you feel that as an EP you added value to that child's life and how do you feel you were able to do so?

When you felt that you were able to add value to a child's life and you felt that you were able to create a positive relationship with them, what do you feel were the affecting factors that allowed you to do so?

Prompts:

What was it about you that you felt helped?

Were you able to measure the added value and how did you measure it?

Prompts:

Were you able to share these measurements with the YO and with your employer?

What difficulties have you experienced when demonstrating efficacy?


How do you feel these difficulties can be overcome?

As the interviews are semi-structured, these questions can only provide a brief outline that remains open for the EPs to explore their experience.

REMEMBER TO INDICATE 'ETHICS SUBMISSION' IN THE SUBJECT FIELD WHEN EMAILING THE APPLICATION AS ONE DOCUMENT FILE (SAVED AS .doc) TO YOUR SUPERVISOR

Appendix 3: Online Questionnaire (containing consent)

Page 1 and 2



An exploration of the work Educational Psychologists are currently doing
with Young People who have Offended.

By Sasha Hall
Trainee Educational Psychologist at the University of East London.

[Click to go to the next page](#)

Consent to Participate in this Research Study


The purpose of the information below is to help you to decide whether to participate in this research study.

Project Description


The purpose of this study is to explore the kind of work Educational Psychologists (EPs) in England are undertaking with young people who have offended. It aims to gather national statistics focussed on the experience EPs have had this academic year working directly with young people who have offended.

Once your consent has been given on the next page, you will be presented with a series of questions.

The questionnaire should take approximately 10 minutes to complete.



[Click to go to the next page](#)



Consent to Participate in a Research Study

An exploration of the work Educational Psychologists are currently doing
with Young People who have Offended.

By Sasha Hall
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Consent Form

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The questionnaire should take approximately 10 minutes to complete.



[Click to go to the next page](#)

Phase 1: Background Information


Please complete the following. If you do not wish to continue then close this window.

Type of EPS location (please select)

- * Inner City
- * Suburban
- * Rural
- * Large Town
- * Other (please specify)

Job Title (please do not complete if you are a trainee):

- * Main grade
- * Senior
- * Senior Specialist
- * Assistant Principle EP
- * Principle EP
- * Other (please specify)



Click to go to the next page

In Your Experience in the Last Academic Year


For the purpose of this study, a young person who has offended will be defined as:

'A young person between the age of 10-17 who has been caught and/or convicted for delinquent behaviour in the court of law.'

1. Have you worked directly (in person) with a young offender in the last academic year?
 - * Yes
 - * No
2. If so how was this work commissioned?

3. What is the aim of your work? (e.g. to increase attendance or reading age, to decrease reoffending)

4. What psychological theory informs your work? (e.g. Person-centred, Solution Focused, Cognitive Behavioural Therapy)



Click to go to the next page

4. What techniques did you use? (e.g. scolding, hypnotism, target-setting)

5. Which techniques did you find the most effective?

6. Which techniques did you find the least effective?

7. How do you evaluate your impact on the young person's life? (e.g. by measuring the YO's literacy levels, emotional well-being, re-offending)

8. Are you a member of a Young Offenders Team?

- Yes
- No



Click to go to the next page

Debriefing

Firstly, I would like to thank you for taking the time and being a part of this study.

This is a transparent study containing no deception.

As previously stated, participant's details and data are kept anonymous and cannot be traced back to the person themselves, however should you wish to remove your data set this can be done. Information gained from EPs will only be seen by the researcher and will be deleted on completion of the study.

Now that your data has been collected, it will be entered into a database on a secure server along with other participant's data for analysis. These data sets will only be viewed by the researcher. If you would like further information after analysis or would like to be informed of the results from the project, please contact myself and the results will be discussed with you.

Your identification number is 01.

Please take a note of this number, if you wish your data to be removed from this study.



Please contact me at sasha.hall@walthamforest.gov.uk if you have any queries or concerns.

Appendix 4: Email to the Chairman of the National Association of Principal Educational Psychologists

(Following on from conversations between the researcher and the Chairman, this was the information that was sent out to all PEPs by the Chairman)

My name is Sasha Hall and I am currently undertaking my doctoral thesis at the University of East London and I am a third year Trainee Educational Psychologist in the (Borough name kept confidential for the purpose of this thesis).

As part of my research, I would like to contact all HPC registered Educational Psychologists in England in order to explore what work, if any, they have had working directly (face-to-face) with young people who have offended in the academic year 2011-2012. I would also like to explore what characteristics EPs perceive to be necessary for the successful formation of a relationship.

In order to reach all EPs I have decided to contact Principal Educational Psychologists in the hope that you could please pass on this information to each of the HPC (fully-qualified) EPs in your teams. The link to my online questionnaire is as follows: (If there are any difficulties accessing this link please copy and paste the URL into your web browser).

<<http://www.uelpsychology.org/epyoungoffenders>>

I would like to propose the deadline of Friday 12th October 2012 for all EPs who wish to complete and submit the ten-minute questionnaire.

I would like to propose the deadline of Friday 12th October 2012 for all EPs who wish to complete and submit the ten-minute questionnaire.

I am aware that this is a busy time of year and I am extremely grateful for your time and support.

Thank you

Sasha Hall

Appendix 5: Email to participants for research focus 2

“An exploration of the current working relationship between the LEA Educational Psychologist and the Young Offender in England”

By Sasha Hall

Hi there,

My name is Sasha Hall and I am a trainee Educational Psychologist at Waltham Forest (London) training at the University of East London.

I am contacting you directly as you have recently (September/October 2012) completed my online questionnaire and you have agreed to take part in the second phase of my research.

Thank you for agreeing to take part in my study and below is a brief outline about phase two of my research.

As you know there are several things that contribute to a young person who has offended disengaging from work with an EP. This often results in the EP finding it difficult to measure any positive impact on the young person's life. This interview aims to explore times during 2011-2012 when you feel that your direct involvement was successful. I would like to explore your perceptions of what it was about YOU that made for a successful relationship. I will then ask you a further question to explore your perceptions of what you think it was about THE YOUNG OFFENDER that made for a successful relationship. Then finally, what suggestions would you offer an EP who has never worked with a young offender in order to help them to achieve a successful relationship?

The questions are below to give you a chance to think about experiences you may wish to draw upon:

1) Think of a time in 2011-2012 when you have worked directly with a Young Offender and you have felt the work had a successful outcome. What are your perceptions about your practice that you feel made the relationship successful?

2) With reference to the work you have already mentioned, what are your perceptions about the young offender that you feel made the relationship successful?

3) Imagine that you were asked to help an EP who has never worked with a young offender. What guidance would you offer to help them to achieve a successful relationship?

The interview will be via Skype and is expected to last between 15 and 25 minutes.

If you would like to continue to be part of my study please reply by WEDNESDAY 19TH DECEMBER with the location of your EPS so that I can choose a sample that represents different areas of the county.

Thank you.

Kind regards,

Sasha Hall

Trainee Educational Psychologist

Appendix 6: Analysed transcripts for participants 1-8

4.3 Participant 1

Table 1 outlines the different themes and subthemes that emerged from the interview with Participant 1.

Table 1 Themes and Sub-Themes

	Research Question: In their experience, what do EP's identify as being necessary for a successful relationship with the young offender?
Theme 1	The EP needs to come prepared <ul style="list-style-type: none">• Prepared for rejection
Theme 2	The EP needs to be non-judgemental
Theme 3	The EP has the same racial and religious background to YO
Theme 4	The EP needs to develop trust <ul style="list-style-type: none">• Once there is trust the EP can challenge the YO• The EP needs to give the YO time and space• To create a safe and comfortable environment
Theme 5	The YO needs to engage <ul style="list-style-type: none">• The YO needs to attend sessions• The YO needs to be willing/want to take part/change
Theme 6	The EP needs to demonstrate genuine positive regard <ul style="list-style-type: none">• The EP is seen in different settings and working with different professionals

4.3.1 Theme 1 - **The EP needs to come prepared**

Table 2 outlines the different codes and their descriptions that were brought together to form theme one.

Table 2 Codes and Descriptions

Code	Description
SET	EP is seen in different settings
SUP	EP is there to support YO
SPR	EP acts as a substitute care giver
GI	EP has a genuine interest in the YO

Participant 1 drew links between the need for the EP to come prepared and a successful relationship between the EP and the YO. The participant discussed the need for the EP to be prepared for each session with the YO by ensuring that the EP is clear about what they want to achieve and where they want the session to go. The participant states:

“Be prepared for your session, about what you are going to achieve and where you are going to take it. Initially it has to have a thread because then you can get lost in why you are meeting and that is quite crucial.” (Lines 135-138)

The participant explained how the EP needs to be prepared to make their role explicit to the YO and to make it clear to him what the ultimate goals of the sessions were. The participant states:

“That was being very explicit with what my role was and be very clear about how I was going to work with him and what my ultimate aim was.” (Lines 9-10)

4.3.1.1 The codes were grouped together to form one sub theme of the overarching theme:

- Prepared for rejection

The participant drew links between the EP preparing themselves for rejection by the YO with a successful relationship. The participant stated:

“Be ready for rejection! You will feel rejected and you will sometimes feel that you know what’s the point because that’s what they are reflecting back at you, you know transferring back on you because they are, depending on the offences they have committed they are sometimes very angry you know with what going on they think things are unfair. They are thinking why are they at the young offenders or the YOs they are like why am I there and having to come in. You have to take that all into consideration and still build a relationship.” (Lines 140-147)

4.3.2 Theme 2 - **The EP needs to be non-judgemental**

Table 2 outlines the different codes and their descriptions that were brought together to form theme two.

Table 2 Codes and Descriptions

Code	Description
NJ	EP needs to be non-judgemental
EPP	EP needs to make their own perspective/judgemental of YO without reading their file

The participant drew links between the EP needing to be non-judgemental and a successful relationship between the EP and YO. The participant stated:

“I wasn’t being judgemental. I didn’t really question him as such initially because too many questions lead to the person pushing back pulling away.” (Lines 25-26)

The participant then went on to talk about how if the EP decides not to read the child's file prior to working with them, then the EP can have no preconceptions of the YO. The participant stated:

"I do make a conscious effort to do is to not to read their case histories when I first meet them because I don't want them to cloud my judgement about them. I don't want to have any preconceptions about them. I want them to tell their story and I think that was the key for me." (Lines 101-104)

4.3.3 Theme 3 – **The EP was of the same racial and religious background to YO.**

Table 2 outlines the different codes and their descriptions that were brought together to form theme three.

Table 2 Codes and Descriptions

Code	Description
RR	Race and Religion

Participant 1 identified links between the EP being of the same racial and religious background to the YO and a successful relationship. The participant talked about how the YO was finding certain aspects of their shared religion difficult to deal with. The participant stated:

"This might be something that may not be relevant in all cases but I think he related to me because he is also a (Religion was stated) young man. And there were certain aspects of his religion that I knew and I could just talk to him about the conflict about certain things that he was doing and how it would be interpreted in his faith and he could talk about that in a very comfortable manner. I could question that; I could ask him questions based on my knowledge of his religion because I share the same faith. And try to work out some of the difficulties one has in your growing up if you're conflicted when you have all these things going on." (Lines 49-57)

4.3.4 Theme 4 – **The EP needs to develop trust.**

Table 2 outlines the different codes and their descriptions that were brought together to form theme four.

Table 2 Codes and Descriptions

Code	Description
TR	EP needs to develop trust
SP	EP needs to give the YO space

HN	EP needs to be honest
EPC	EP is able to challenge the YO
EPS	The EP feels safe with the YO
CM	The YO feels comfortable with the EP

The participant drew links between the EP developing trust and a successful relationship with the EP and the YO. The participant stated:

“The reason for this is that when the young people are working with you behind the criminal justice system and they are working with professional they always perceive there to be another agenda and can he trust the person because they might use this information somewhere else. They might use it against them. So my key kind of area of building the relationship was to ensure trust. And once that trust is gained I was able to build on the relationship and continue the sessions.” (Lines 10-16)

Three subthemes emerged from the overarching theme:

- 1) Once there is trust, the EP can challenge the YO
- 2) The EP needs to give the YO time and space
- 3) A safe and comfortable environment

4.3.4.1 Once there is trust, the EP can challenge the YO

The participant drew links between the EP being able to challenge the YO and a successful relationship. The participant stated:

“And then as the sessions progressed I could challenge him. I think he built a connection about that.” (Lines 33-35)

The participant spoke about how after time he was able to challenge the YO. The participant spoke about how he couldn’t challenge the YO instantly, until the trusting relationship had developed. He stated:

“I didn’t challenge him initially, but later on once the trust increased he was able to accept my challenges and think about most things”.

4.3.4.2 The EP needs to give the YO time and space

The participant drew links between the EP needing to give the YO time and space and a successful relationship. The participant talked about how the YO wasn’t ready to talk and how he felt the YO needed space to think and to tell his story. The participant stated:

“I think that worked quite well with him because he wasn’t ready to just answer questions like he wanted to actually tell a story”. (Lines 27-28)

The participant also stated:

“I gave him the time and the space. I felt it was very important to hear his story the way he wanted to present it.” (Lines 23-24)

4.3.4.3 A safe and comfortable environment

The participant drew links between the need for a safe and comfortable environment and a successful relationship between the EP and the YO. The participant talked about how in this situation he felt safe in the YO’s presence. The participant stated:

“He just, I didn’t feel uncomfortable sitting in a room with him and I wasn’t worried about myself or my self-preservation which can happen you will be in rooms with certain young offenders and you can you can be worried. And that’s another thing I do do.” (Lines 97-100)

The participant also made reference to the YO feeling comfortable. He stated:

“So he just felt more comfortable. And I think it works in two ways.” (Line 58)

4.3.5 Theme 5 – The YO needs to engage

Table 2 outlines the different codes and their descriptions that were brought together to form theme five.

Table 2 Codes and Descriptions

Code	Description
AT	The YO needs to attend
EN	The YO needs to engage
WC	The YO must want to change
WI	The YO must be willing
WP	The YO wanted to please

The participant drew links between the YO needing to engage and the chances of a successful relationship. The participant stated:

“The outcome is to do with engagement and to get him back in education. And the factor that he was just engaging and talking about his story unpicking (pause) aspects of his life that he felt might have you know impacted on his current situation, reflecting on that.” (Lines 30-33)

Two subthemes were created from the overarching theme:

- 1) The YO needs to attend sessions
- 2) The YO needs to be willing to take part/change

4.3.5.1 The YO needs to attend sessions

The participant drew links the YO needing to attend the sessions and a successful relationship. The participant reported the importance of the YO attending and how by attending the YO is “protecting” the relationship and accepting the opportunity to work with the EP. The participant stated:

“He accepted the opportunity and the structure I was kind of providing him I was taking a lot of feedback from him to set it up but he enabled it to thrive he attended! I think that’s crucial! So if he didn’t attend the relationship would have been a failure.” (Lines 75-79)

4.3.5.2 The YO needs to be willing to take part/change

The participant drew links between the YO needing to be willing to take part/change and a successful relationship between the YO and the EP. The participant stated:

“I think the YO was willing to engage as well so he gave me the opportunity to work with him” (Lines 74-75).

The participant talked about how the YO wanted to change and how this want to change or willingness to accept change had an effect on the outcome of the relationship. The participant talked about how the YO wanted to please others. The participant stated:

“And in a way, and no it is not part of the therapeutic relationship or working with the YO he wanted in a way to please in the end. And show that he could make that kind of transition.” (Lines 64-67)

He went on to say:

“He wanted to have a positive outcome so he because he really wanted to change.” (Lines 81-82)

The participant followed this statement with:

“And he wanted to be seen positively and he sometimes did feel guilty if there was a hiccup or there was a problem.” (Lines 82-83)

4.3.6 Theme 6 – The EP needs to demonstrate genuine positive regard

Table 2 outlines the different codes and their descriptions that were brought together to form theme six.

Table 2 Codes and Descriptions

Code	Description
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SET	EP is seen in different settings showing a genuine care/interest in YO
SUP	EP needs to be supportive
SPR	EP acts as substitute parent/care giver
GI	EP demonstrates a genuine interest in the YO

The participant drew links between the EP needing to demonstrate genuine positive regard and a successful relationship. The participant stated:

“There has to be I suppose there I think there has to be a perception that you are genuinely interested so don’t be tired or something like that. It will progress I think once the first couple of sessions are crucial because that is where you are going to build your rapport.” (Lines 132-135)

One subtheme of the overarching theme was created:

- 1) The EP is seen in different settings and working with different professionals

4.3.6.1 The EP is seen in different settings and working with different professionals

The participant drew links between the EP being seen in different settings and working with different professionals and the chances of a successful relationship. The participant spoke about how the YO had seen the EP in different settings and how the YO may have observed the EP being an advocate for them. By being seen within a number of different settings, the participant felt the YO perceived this as the EP had a genuine interest in their progress. The participant stated:

“So it’s not only about, I think this case is different than other cases that I was seen not only at the young offenders institute but I was seen at meetings with the young person and he heard me possibly advocating what the sessions were and how he had engaged.” (Lines 132-135)

4.4 Participant 2

Table 1 outlines the different themes and subthemes that emerged from the interview with Participant 2.

Table 1 Themes and Sub-Themes

	Research Question: In their experience, what do EP’s identify as being necessary for a successful relationship with the young offender?
--	--

Theme 1	EP is seen in different settings
Theme 2	EP is flexible, patient and takes time
Theme 3	EP demonstrates trust
Theme 4	YO wanting to please/be helped
Theme 5	EP being positive
Theme 6	EP demonstrating honesty
Theme 7	YP being willing and open
Theme 8	EP being prepared

4.4.1 Theme 1 - EP is seen in different settings

Table 2 outlines the different codes and their descriptions that were brought together to form theme one.

Table 2 Codes and Descriptions

Code	Description
IN	EP taking an interest in what YO is doing
SE	The EP is seen in different settings by the YO
PR	The EP's priority is the YO

Participant 2 drew links between the YO seeing the EP in different settings other than when they see the EP for direct work. The participant explained how this enables the EP to not be a “complete stranger” on their first direct encounter.

“So sometimes my approach to working is not always immediate I have done a lot of being around in the classroom observing so they get familiar with my face and me being around the school before I even have a conversation with them. So by the time they get to see me and talk to me I am not a complete stranger as there is nothing worse than being brought to a complete stranger that you don't know and you are expected to talk to. So my expectations that you are to poor out your life story the first time I sit down and meet with you is unreal so I don't have that expectation. So I have a bit of familiarity about the setting. You see me, you don't exactly know who I am or what I do but I am not a complete stranger. So that is really helpful. And because then it allows me to say so what have you been doing for the last few weeks while I have seen you floating around we then have that conversation and also talk to them about some of the things I have seen them doing in their lessons so I am kind of engaging and dipping in and out of their life so they realise that I have been taking a bit of notice about what they do.” (Lines 22-37)

The participant drew links to the EP taking an interest in the YO and the successful relationship between the EP and YO. The participant explained the importance of the EP demonstrating to the YO that they are genuinely interested in them and that

the EP is gaining his perceptions of the YO current situation for himself.

Participant 2 states:

“Some of the things that interest them, what makes them laugh, what makes them unhappy. Those kind of things, they kind of pick up on me and think, hold on a second, she knows a bit more about me but not necessarily about what other teachers have told him.” (Lines 37-41)

Participant 2 also explains:

“I want them to know that they are important” (Line 19)

This statement draws links between the EP demonstrating that the YO is the priority.

4.4.2 Theme 2 – EP is flexible, patient and takes time

Twelve statements were given by participant 2 that were grouped to create this theme. Table 3 outlines the original codes that were grouped to create this theme.

Table 3 Codes and Descriptions for Theme 2

Codes	Descriptions
CM	EP understanding that each YO/case is complex and not straightforward
G	EP demonstrating that they are not making generalisations/assumptions
YOC	EP allowing the YO to take control of the direction of the sessions
FL	YO demonstrating flexibility
TI	EP giving time
PA	EP being patient
SP	EP giving the YO space
N	EP understanding the importance of the YO's narrative

Participant 2 drew links between the EP giving the YO time and remaining patient for them to build a successful relationship. The participant stated phrases such as:

“Be patient, don't assume that you will get to know that 1 person and everything is going to be okay from the first time you see them.” (Lines 83-85)

Participant 2 also stated:

“I let them have space” (Line 3)

Participant 2 also drew links between the EP being flexible and a successful relationship. The participant stated:

“And I am also willing to try again, so if need be if they are not willing one week then I will come back another time, so that’s fine. We will try again another day when everything is better for you.” (Lines 3-5)

“It’s with me but it is very much their own agenda and they are happy to use it however they are happy to use it. You know there is a lot of flexibility you know with the way that I work.” (Lines 8-10)

4.4.3 Theme 3 - EP demonstrates trust

Ten statements were given by participant 2 that were grouped to create this theme. Table 4 outlines the original codes that were grouped to create this theme.

Table 4 Codes and Descriptions for Theme 3

Codes	Descriptions
EPP	EP forming their own opinions/perceptions so YO feels the agenda is separate to that of their teachers.
PR	The EP demonstrates that the YO is the priority
TR	The EP demonstrates trust
SA	The EP creates a safe environment

Participant 2 drew links between the EP demonstrating trust and a successful relationship. The participant stated phrases such as:

“As long as you are showing that you are trustworthy you are more likely to have a successful interaction.” (Lines 98-99)

The participant also drew links with the EP creating a safe space for the YO and a successful relationship. The participant stated:

“They are looking for you to be that safe space.” (Line 96)

The participant identified links between the EP forming their own perceptions, unbiased by other professional and a successful relation with a YO. The participant stated:

“So that is also important, it is not a case of teachers telling me and I have got to be here.” (Lines 41-42)

The participant stated this in the context of the YO feels there is no hidden agenda or an agenda biased by the teacher’s views.

4.4.4 Theme 4 – YO wanting to please the EP/wanting help

Two statements were given by participant 2 to create this theme. Table 5 outlines the original codes that were grouped to create this theme.

Table 5 Codes and Descriptions for Theme 3

Code	Description
WP	The YO wanted to please
FL	The young offender was flexible

“So that was really good, that was really important so this particular child, he likes to please everybody which is probably why he helped and said yes to me you know cos he wanted to please yet another adult” (Lines 61-64)

“Erm, flexibility on their part as well” (Line 52)

4.4.5 Theme 5 – EP being positive

Three statements were given by participant 2 to create this theme. Table 6 outlines the original codes that were grouped to create this theme.

Table 6 Codes and Descriptions for Theme 5

Code	Description
PO	EP is positive

“I am a very positive person.” (Line 10-11)

“Be positive” (Line 18)

“It’s good to be positive” (Line 96)

4.4.6 Theme 6 – EP demonstrating honesty

Four statements were given by participant 2 to create this theme. Table 7 outlines the original codes that were grouped to create this theme.

Table 7 Codes and Descriptions for Theme 6

Code	Description
HN	The EP demonstrates honesty
TR	The EP develops trust
R	The EP makes their role clear to the YO

“And be prepared to be honest because that age group they know when you’re not being genuine. Be honest, they are looking for you to give and take in the same way you are expecting them to give and take. Know your psychology because they already have their psychology worked out.” (Lines 90-94)

“And I do tell them the reason why they are referred to me, how they have become to be sitting in the same room as me, and so yeah, I do know.” (Lines 44-46)

4.4.7 Theme 7 – The YO is willing to engage and be open

Six statements were given by participant 2 to create this theme. Table 7 outlines the original codes that were grouped to create this theme.

Table 8 Codes and Descriptions for Theme 7

Codes	Descriptions
OP	The YO was open
WI	The YO was willing to engage
CH	The YO wanted change

“Erm there was a willingness on her part and I think that was very helpful. But I think the willingness was about him knowing there was a need” (Lines 64-66)

4.4.8 Theme 8 – The EP being prepared

Four statements were given by participant 2 to create this theme. Table 9 outlines the original codes that were grouped to create this theme.

Table 9 Codes and Descriptions for Theme 8

Code	Description
PS	EP is up to date with relevant psychology
PR	EP is prepared

“Come prepared. Come prepared for things to change because whatever agenda you have in your mind it may be a day when they have walked up, got to school thankfully and then something has really got on their nerves and they are on the talk. They don’t want to do anything you want them to do. So be prepared to change at the drop of a hat.” (Lines 79-83)

4.5 Participant 3

Table 1 outlines the different themes and subthemes that emerged from the interview with Participant 3.

Table 1 Themes and Sub-Themes

	Research Question: In their experience, what do EP’s identify as being necessary for a successful relationship with the young offender?
Theme 1	The EP needs to demonstrate patience
Theme 2	The EP needs to help the YO to identify the YO’s strengths

Theme 3	The YO needs to be open
Theme 4	The EP needs to work holistically (within systems and with other professionals) <ul style="list-style-type: none"> • EP needs to be flexible
Theme 5	The EP needs to demonstrate acceptance
Theme 6	The YO needs to be willing to engage
Theme 7	The EP needs to listen to the YP and take the YO's concerns seriously

4.5.1 Theme 1 - **The EP needs to demonstrate patience**

Table 2 outlines the different codes and their descriptions that were brought together to form theme one.

Table 2 Codes and Descriptions

Code	Description
OL	EP working at YO's level
TI	EP giving time
PR	EP demonstrating perseverance

The participant drew links between the EP needing to demonstrate patience and the chances of a successful relationship with the YO. The participants reported:

"I tried to work at his pace." (Line 10)
"So I tried to work at his pace." (Lines 13-14)

These phrases identified the need for the EP to work at the YO's pace and he went onto to elaborate:

"Rather than try to force him to do what I wanted to do I tried to do what he was able to do at the time. So at the time he was having difficulty leaving the home, so this was another reason for meeting him in the home as he was actually having difficulty leaving the home." (Lines 10-13).

4.5.2 Theme 2 – **The EP needs to help the YO to identify the YO's strengths**

Table 2 outlines the different codes and their descriptions that were brought together to form theme two.

Table 2 Codes and Descriptions

Code	Description
SU	EP offering the YO support
LI	The EP listening to the YO
HI	The EP helping the YO to identify the YO's strengths/resources
SF	EP describing solution focused

	approaches (without a direct reference to this technique)
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The EP drew links between the need for the EP to help the YO identify their areas of strengths and the chances of a successful relationship. The participant stated:

“I think with a YO they have experienced so many negativity in their experiences to date so I suppose the main thing to do is to help them to identify what has worked what their strengths are what their resources are for them to take forward and you can only do that by listening to them.” (Lines 49-53)

The participant when on to state:

“Being able to help them to reflect on the positive experiences that they may have had.” (Lines 53-54)

4.5.3 Theme 3 – **The YO needs to be open**

Table 2 outlines the different codes and their descriptions that were brought together to form theme three.

Table 2 Codes and Descriptions

Code	Description
OP	YO being open

The participant drew links between the need for the YO to be open and the chances of a successful relationship between the EP and YO.

“He was able to say if he didn’t want a meeting with me he would say he didn’t want a meeting with me. He was tired or if he didn’t want a session that day he was able to say that. So he was able to be up front about those sorts of issues. I think once we actually sat down to talk he was actually quite open.” (Lines 30-41)

4.5.4 Theme 4 – **The EP needs to work holistically (within systems and with other professionals)**

Table 2 outlines the different codes and their descriptions that were brought together to form theme four.

Table 2 Codes and Descriptions

Code	Description
FL	The EP needs to demonstrate flexibility
HO	The EP needs to work holistically
OPE	The EP needs to be open
AD	The EP being an advocate for the YO
DI	The YO disengaging

The participant drew links between the need for the EP to work holistically with other adults involved with the YO's life and the chances of a successful helping relationship. The participant mentioned the need to work with the YO's mother and family that was the key for creating change and a successful helping relationship. The participant stated:

“So I also think that it was working with the family, so keeping very close contact with his mother and I think that was very important to him. So I think that although he didn't actually articulate that I think that working with his mother and having conversations with his mother was actually very important to him. So that it wasn't all about him and me it was actually about the family context as well so I think that was quite important.” (Lines 17-23)

The codes were grouped together to form one sub theme of the overarching theme:

1) The EP needs to be flexible

4.5.4.1 The EP needs to be flexible

The participant drew links between the EP needing to be flexible and a successful relationship between the EP and the YO. By flexible, the participant identified the need to adapt his practice by being flexible to different schedules or to different venues depending on the individual needs of the YO. The participant stated:

“So sometimes you have to be quite flexible and think if that is what the adolescent might find helpful. And in my case it was helpful but I think being flexible to that systemic dimension is also important as well.” (Lines 70-72)

4.5.5 Theme 5 – **The EP needs to demonstrate acceptance**

Table 2 outlines the different codes and their descriptions that were brought together to form theme five.

Table 2 Codes and Descriptions

Code	Description
EPP	EP forming their own perceptions of the YO
NJ	The EP being non-judgemental
OPE	The EP being open

The participant drew links between the need for the EP to demonstrate acceptance and the chances of a successful relationship between the EP and the YO. The participant reported the importance of meeting the YO and taking the time to form one's own perceptions rather than being influenced by others. The participant stated:

“So meeting the young person and taking the time to get to know them is actually quite important so that you can form an opinion about what the young person is like and what they might need. Without being overly influenced by assessments other people may have made you have to be open and flexible in that way.” (Lines 61-65)

The participant stated the need for the EP to be open-minded and not influenced by others. The participant explained:

“Not taking on board other people’s evaluation of the young person.” (Line 61)

“So I listened with an open mind about what he had to share” (Line 9)

4.5.6 Theme 6 – **The YO needs to be willing to engage**

Table 2 outlines the different codes and their descriptions that were brought together to form theme six.

Table 2 Codes and Descriptions

Code	Description
WI	The YO is willing to engage/work with the EP

The participant drew links the need for the YO to be willing to engage and the chances of a successful helping relationship. The participant reported:

“I think what he brought to the situation was that he was willing to work with me” (Lines 28-29).

“I think although he didn’t want to hear advice or necessarily follow through on stuff that we talked about he was actually willing to hear” (Lines 44-46).

4.5.7 Theme 7 – **The EP needs to listen to the YO and take the YO’s concerns seriously**

Table 2 outlines the different codes and their descriptions that were brought together to form theme seven.

Table 2 Codes and Descriptions

Code	Description
N	The EP listening to the YO’s narrative
SC	YO was scared
C	EP listening to the YO’s concerns and what the YO felt was important
YOC	EP letting the YO take control of the direction of the meeting

LI	EP listening to the YO
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The participant drew links between the need for the EP to listen to the YO and take the YO's concerns seriously and the chances of a successful helping relationship. The participant stated:

“Possibly being able to listen to him and taking seriously what he was talking about rather than dismissing it. So talking seriously about his worries of going to college, listening to what his hopes and dreams were for the future and taking those kinds of issues seriously and thinking it through with him.” (Lines 23-27)

4.6 Participant 4

Table 1 outlines the different themes and subthemes that emerged from the interview with Participant 4.

Table 1 Themes and Sub-Themes

	Research Question: In their experience, what do EP's identify as being necessary for a successful relationship with the young offender?
Theme 1	The EP must listen to the YO and give him space
Theme 2	The YO must be able to see change
Theme 3	The EP needs to be non-threatening <ul style="list-style-type: none"> • The EP needs to demonstrate acceptance
Theme 4	The YO needs to be able to reflect on his life/behaviour
Theme 5	The YO needs to be ready/want change
Theme 6	The EP needs to demonstrate genuine positive regard
Theme 7	The EP needs to have realistic goals/expectations

4.6.1 Theme 1 - The EP must listen to the YO and give him space

Table 2 outlines the different codes and their descriptions that were brought together to form theme one.

Table 2 Codes and Descriptions

Code	Description
SP	EP needs to give the YO space
LI	The EP needs to listen to the YO
ND	The EP needs to be non-directive
RFM	The EP frames what the YO says
P	The EP needs to be patient
STE	The EP needs to use distraction strategies to get the YO to engage

Participant four drew links between the EP listening to and giving the YO space and a successful relationship. The participant reported:

“So sometimes you actually have to just sit there and be prepared to sit there for a whole session.” (Lines 180-181)

The participant explained how he waited until the YO was ready to talk. The participant talked about how the YO may have seen many professionals so as an EP you might be the last in a long line of adults to work with this YO. The participant reported:

“And by and large, I let them do the talking. Because by the time they see me they have probably had a lot of people who are telling them things.” (Lines 31-33)

4.6.2 Theme 2 - **The YO must be able to see change**

Table 2 outlines the different codes and their descriptions that were brought together to form theme two.

Table 2 Codes and Descriptions

Code	Description
MP	The EP needs to help the YO to measure their progress
PRS	The EP needs to praise the YO and reinforce their behaviour
HO	The EP needs to be honest

The participant drew links between the YO being able to see change and the chances of a successful relationship. The participant reported:

“And sometimes start off and I say, “I am going to only see you six times over the next six weeks so then I will recap everything we have done up until now.” So it is like, remember when we started it is like this and then it is this and now we are going to move forward and next week it is going to be. So they actually see things changing, that they are effecting change. And they have to believe that they are effecting change.” (Lines 66-71)

4.6.3 Theme 3 - **The EP needs to be non-threatening**

The EP needs to demonstrate acceptance

Table 2 outlines the different codes and their descriptions that were brought together to form theme three.

Table 2 Codes and Descriptions

Code	Description
NTH	The EP needs to be non-threatening
CHP	The EP changes the YO's perceptions of them
EPY	The EP's personality
HP	How the EP is perceived

ACC	The EP demonstrates acceptance
HU	Humour
OP	The EP is open

Participant four drew links between the need for the EP to be non-threatening and the chances of a successful relationship. The participant reported:

“I suppose number one I am a non-threatening person, they look at me and they see granny/granddad or aunty/uncle or something and I’ll be like this, totally non-threatening.” (Lines 1-2)

One subtheme emerged from the overarching theme:

- 1) The EP needs to demonstrate acceptance

4.6.3.1 The EP needs to demonstrate acceptance

The participant drew links between the EP demonstrating acceptance and a successful relationship between the EP and the YO. The participant stated:

“I also I am happy to accept anything they say so I show no emotion if they tell me they are the mad axe murderer I wouldn’t show any emotion.” (Lines 3-4)

4.6.4 Theme 4 - **The YO needs to be able to reflect on his life/behaviour**

Table 2 outlines the different codes and their descriptions that were brought together to form theme four.

Table 2 Codes and Descriptions

Code	Description
RF	The YO reflects upon their life and their behaviour.

The participant drew links between the EP needing to be able to reflect on his life/behaviour and the chances of a successful relationship between the EP and the YO. The participant stated:

“Help him to identify what was the mistake that made him go there so he doesn’t do it again like “hole in ground, do not fall in!” So and if you go in there saying I have the answers to the riddle of existence and you’re going to sit there and listen whole I tell you what you are supposed to do, then you are doomed.” (Lines 171-175)

The participant talked about how he talked through the YO's life, helping them to reflect and realise that there are certain types of people whom the YO might not want to be around. The participant reported:

“You know, you have the people that you really like, the people you really hate and the great bulk of people you don't really care about. And that alright, that's alright, you don't have to care about them and they don't have to care about you. As long as you keep away from the ones you don't like and you are okay with the ones you do like, then you will be fine.” (Lines 128-132)

4.6.5 Theme 5 - **The YO needs to be ready/want change**

Table 2 outlines the different codes and their descriptions that were brought together to form theme five.

Table 2 Codes and Descriptions

Code	Description
WC	The YO wanted to change
WH	The YO wanted help
TS	The EP needs to choose a time of day which suits the YO.
WI	The YO needs to be willing.
RD	The YO needs to be ready.

Participant four drew links between the YO needing to be ready/wanting change and the chances of a successful relationship between the EP and the YO. The participant reported:

“I think he was ready and waiting to believe in somebody and nobody had come across had come along and met him who was prepared to believe in him.” (Lines 117-118)

The participant spoke about how the YO wanted to change his future and the possible way he was heading. Talking and the young offender's institute the participant reported:

“So he wanted to avoid that, so he would do anything almost any price he was willing to pay.” (Lines 76-77)

4.6.6 Theme 6 - **The EP needs to demonstrate consistency**

Table 2 outlines the different codes and their descriptions that were brought together to form theme six.

Table 2 Codes and Descriptions

Code	Description
PR	The EP is persistent

CON	The EP is consistent/reliable/attends
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The participant drew links between the EP needing to demonstrate consistency and the chances of a successful relationship between the EP and the YO. The participant stated:

“So the fact that you are still there and the fact that you actually turn up regularly gives them a little bit of reliability.” (Lines 64-66)

The participant also stated:

“So for the pupil I have in mind it’s three of four visits so the fact is you have to keep turning up. And when you keep turning up, because you want to see them, then it is like “oh it’s your turn again, oh I am going to enjoy this session” and they are like “urrrgh” but they slowly come round because you are being there.” (Lines 56-60)

4.6.7 Theme 7 - **The EP needs to have realistic goals/expectations**

Table 2 outlines the different codes and their descriptions that were brought together to form theme seven.

Table 2 Codes and Descriptions

Code	Description
RGE	The EP needs to be clear about and make realistic goals and expectations.
EPP	The EP is prepared for the emotional consequences.

The participant drew links between the EP needing to have realistic goals and expectations and the chances of a successful relationship between the EP and the YO. The participant stated:

“I’d suggest to them number one that they decided what they expect out of it before they start and then what they expect out of the other person. And then crush everything they expect of the other person and look closely at what they expect from themselves.” (Lines 155-158)

The participant went on to state:

“So you have to really really examine what your expectations are so you go in with a fair set of expectations that you don’t expect to affect the cure on this youngster, you expect to give them survival strategies.” (Lines 163-165)

4.7 Participant 5

Table 1 outlines the different themes and subthemes that emerged from the interview with Participant 5.

	Research Question: In their experience, what do EP's identify as being necessary for a successful relationship with the young offender?
Theme 1	The EP to address the YO's academic concerns (not just behavioural) <ul style="list-style-type: none">• Use of assessments to assess YO's academic ability
Theme 2	The YO must be ready to change <ul style="list-style-type: none">• YO is ready to talk• YO is ready to think/plan his future
Theme 3	The EP must gain the YO's trust
Theme 4	The EP needs to listen to the YO's narrative <ul style="list-style-type: none">• Take the YO's concerns seriously
Theme 5	The EP needs to revisit/check up on the YO

4.7.1 Theme 1 - The EP to address the YO's academic concerns (not just behavioural)

Table 2 outlines the different codes and their descriptions that were brought together to form theme one.

Table 2 Codes and Descriptions

Code	Description
ACA	YO's academic ability
SU	EP supporting the YO to create a new identity
NA	EP using a new approach (than previously tried by other professionals)
RF	YO reflecting
N	YO's narrative
TE	EP's chosen technique/approach

Participant 5 talked in depth about how he had worked with the YO to look at his academic ability or specifically his literacy difficulties. The participant stated:

“When I got involved, I started off by thinking about his academic levels which hadn't been looked at before. We noticed that he had difficulties with behaviour, but nobody had come to this case with a view of looking at him academically, or thinking about what he could manage and what he couldn't manage and unpicking where some of this behaviour was coming from. The mentor that he had from the youth offending team was focussed on behaviour outside of the college as well. So

this was a new approach so I think that was one of the things that worked with him.” (Lines 7-14)

The participant spoke about not just listening to the young person’s narrative but their academic journey and how this was a factor in creating a successful relationship with the young offender. The participant stated:

“So he did talk about his behaviour but again he had never looked at his academic journey before, so again that was new. That brings us to the present day.” (Lines 32-34)

The codes were grouped together to form one sub theme of the overarching theme:

- 1) Use of assessments to assess YO’s academic ability

4.7.1.1 Use of assessments to assess YO’s academic ability

Participant 5 explained how he used the WIAT to assess the YO’s academic ability:

“When I started working with him we did, I used the WIAT, which was very very literacy focussed” (Lines 14-15).

Participant 5 also made reference to the use of Personal Construct Psychology to support the YO:

“I used some personal construct psychology as well to try to get him to complete sentences.” (Lines 36-38)

4.2.1 Theme 2 - **The YO must be ready**

Table 2 outlines the different codes and their descriptions that were brought together to form theme two.

Table 2 Codes and Descriptions

Code	Description
AG	EP allowing the YO to have their own agenda
WC	The YO wanted change
RF	YO was able to reflect
AC	YO Acknowledging they may have been at fault

Participant 5 talked about how the YO needed to be ‘ready’ and explained this in terms of ready for/to change and ready to talk, drawing links between the YO wanting change and a successful relationship with the EP. Participant 5 stated:

“I think he had reached a point of being ready” (Line 42)

The participant also explained how life events of the young offender also had an impact on whether they were ready to talk/change:

“Also he had a bit of a life changing event when I was working with him in that his grandma was terminally ill and she had recently been diagnosed with cancer. And I think that really changed his outlook on life as well. So I think it was those two things together meant that he was ready to grow up a bit.” (Lines 55-58)

The participant also drew links between not only did the young offender need to be ready but more specifically they needed to be ready to accept that they may have been at fault or accept responsibility for their actions:

“When he was ready to accept that there were some things in his past that he hadn’t taken responsibility for” (Lines 42-43)

The codes were grouped together to form one sub theme of the overarching theme:

1) The YO is ready to think/plan his future

The participant stated:

“So the information I gave him about his academic, like from the assessment that we did, from the information I was able to give him, helped him to try to build a picture for himself about who he was and how he might be able to get to the vocational course he really really wanted. So he was doing the work for him, not for me.” (Lines 72-76)

The participant draws links to not only is the YO ready for change but they are ready to plan their future and get what they need from the relationship. The EP perceived that the YO was able to use the information he had gained from the EP to relate them to his opportunities of collage.

4.2.1 Theme 3 - The EP gained the trust of the YO

Table 4 outlines the different codes and their descriptions that were brought together to form theme three.

Table 2 Codes and Descriptions

Code	Description
TR	EP gaining YO’s trust

Participant 5 reported links between gaining the trust of the YO and a successful working relationship. He stated:

“I felt I kind of gained his trust” (Line 35)

The participant went on to again highlight that he had gained the YO’s trust:

“I mean he told me that he was very open in telling me that, so that to me shows a level of trust, with me” (Line 67)

4.2.1 Theme 4 - **The EP needs to listen to the YO’s narrative**

Table 2 outlines the different codes and their descriptions that were brought together to form theme four.

Table 2 Codes and Descriptions

Code	Description
N	YO’s narrative

Participant 5 identified links between the EP listening to the YO’s narrative and a successful relationship. The participant identified the importance of the pupil’s voice:

“I would suggest prioritising the student’s voice on their journey up until the point you come in. because j had seen so many professionals over so many times”. (Lines 59-61)

One subtheme was created for the overarching theme:

1) The need for the EP to take the YO’s concerns seriously
The participant also highlighted the need for the EP to take the YO’s concerns seriously. The participant stated:

“So the student voice, trying to get the background history from their perspective and make sure that you see that as important and don’t dismiss it. Like it is their journey and their perspective.” (Lines 77-80)

4.2.1 Theme 5 - **The EP needs to revisit/check up on the YO**

Table 2 outlines the different codes and their descriptions that were brought together to form theme five.

Table 2 Codes and Descriptions

Code	Description
RA	EP building a rapport with the YO
RV	EP reviewing/checking up on the YO (cyclical process)

Participant 5 drew links between the EP needing to revisit/check up on the YO was the direct work was completed and a successful relationship. He stated:

“It has been really good going over and reviewing with him. And so yeh, I guess that piece of advice is – when things do get better don’t just leave it. Go back and

see that student and be able to give them some positive feedback so that they can see that they have come full circle. So maybe review things they might still need to work on. Don't just be there because things haven't gone very well, be there because things have gone well as well.” (Lines 89-95)

The participant explained how in his experience he was able to maintain the relationship after the work had finished and this helped for a successful relationship:

“And try to build a rapport over time because even now I see a student and he has transitioned over to the new course and you know he comes and says hello and you know I see him in the corridor he is really positive because he has got what he wanted and he feels as though someone has believed in him to give him a bit of input to get him to where he is now.” (Lines 84-89)

Participant 6

Table 1 outlines the different themes and subthemes that emerged from the interview with Participant 6.

Table 1 Themes and Sub-Themes

	Research Question: In their experience, what do EP's identify as being necessary for a successful relationship with the young offender?
Theme 1	The YO is willing to engage in the process.
Theme 2	How the EP presents themselves.
Theme 3	The EP needs to work with the other adults involved.
Theme 4	The YO needs to have some basic skills <ul style="list-style-type: none"> • Social skills • Literacy skills
Theme 5	The EP needs to demonstrate a genuine positive regard <ul style="list-style-type: none"> • The EP needs to listen to the YO • EP to be non-judgemental

4.2.1 Theme 1 - The YO is willing to engage in the process.

Table 2 outlines the different codes and their descriptions that were brought together to form theme one.

Table 1 Codes and Descriptions

Code	Description
PL	The YO had a pleasant personality
RF	The YO is self-reflecting
AC	The YO acknowledges some fault and not just blaming others
EN	The YO engages

UP	The YO understands the process of the work/change
CH	YO is ready for change
OP	YO is open

The participant drew links between the YO needing to be willing to engage in the process and the chances of a successful relationship between the EP and YO. The participant talked about how the YO was ready to change and self-reflect on his current situation and what had got him there and he was now able to accept responsibility and blame. The participant talked about how he felt that this made the YO willing to engage in the process of a helping relationship. The participant stated:

“So there was a level he had already taken in terms of responsibility and recognising that he had to take responsibility personally.” (Lines 33-35)

The participant went on to say:

“So really from my perspective that made it so much easier as I was working with somebody who was A. ready to change..” (Lines 42-43)

And described how the YO was:

“He was also open to the process.” (Line 30)

4.2.1 Theme 2 - **How the EP presents themselves.**

Table 2 outlines the different codes and their descriptions that were brought together to form theme two.

Table 2 Codes and Descriptions

Code	Description
SCR	The EP having street credibility
HP	How the EP is perceived (class/socially)
RR	Race and/or Religion
RA	EP has a similar background to the YO
NI	The EP is not intimidating

The participant drew links between how the EP presents themselves and the chances of a successful relationship between the EP and the YO. The participant referred to the idea of the EP’s ‘class’ and how this would have an effect on the relationship with the YO. The participant stated:

“I actually think as well and this is going to sound really, this is a tricky one and I am going to say it anyway, it is really hard to do it if you are posh and white and middle-class in the main. I think it makes a significant difference to the level of

engagement in the kids. If you look at most of the youth offending team workers I work with, they are not, in any sense, from that background. And they work with these kids and there is something about the barriers have already been softened between the professional and the young person or student because I think, that could be a barrier.” (Lines 100-106)

But the participant went on to contradict:

“So you have to be very careful about how you present physically, emotionally, socially. And it’s not saying that if you are middle class you can’t do it, of course you can. Like you can be an EP without being a mum, you can still advise people on people’s children. But I do think it takes a particular kind of temperament and skillset. And I don’t think all EPs have got that.” (Lines 106-111)

The participant related the EP’s class and race to the likelihood of the EP being perceived by the YO as having ‘street credibility’. He stated:

“I also think it takes a bit of street credibility, and I think you know as an EP whether you have got that or not. And if you haven’t got it, don’t do it.” (Lines 111-112)

The EP drew links between the appearance and presentation of the EP and how this would in turn help the YO want to engage in the process of a relationship with them. He stated:

“I think that is because I am not perceived by them as, because I am not, perceived by them as being a posh, white middle-class EP and the sort of person they have to talk to and be chastised by and regulated by for so long.” (Lines 3-6)

The race that was mentioned by the EP was not anonymised within this instance as this is a point that will be raised further within the discussion section. By anonymising the race would remove the meaning and significance (discussed further in Chapter 5).

4.2.1 Theme 3 - **The EP needs to work with the other adults involved.**

Table 2 outlines the different codes and their descriptions that were brought together to form theme three.

Table 2 Codes and Descriptions

Code	Description
FS	YO is self-reflecting
HOL	EP is working holistically

The participant drew links between the need for the EP to work with other adults involved with the YO and the chances of a successful relationship between the EP

and the YO. The participant mentioned the significance of working in collaboration with the YO's mother and how the mother was a key element for change in the YO's life. The participant stated:

"I think also he was fortunate that he had a supportive mother who engaged with him and engaged with me in the whole process, and she was very emotionally literate, she was aware she was astute and she wouldn't take any nonsense from him at all." (Lines 46-49)

The participant also talked about the need to work closely with other professionals involved in the YO's life. The participant stated:

"You need to work closely with colleagues, and listen to what your colleagues are saying." (Lines 69-70)

4.2.1 Theme 4 - **The YO needs to have some basic skills**

Table 2 outlines the different codes and their descriptions that were brought together to form theme one.

Table 2 Codes and Descriptions

Code	Description
CA	There are no concerns with the YO's cognitive ability
LF	YO is able to look to the future
HU	The YO used humour
PL	The YO's personality is pleasant
SA	YO has good social awareness
RS	YO has a good level of resilience
GC	YO was confident
PR	The YO was well presented

The participant drew links between the need for the YO to have some basic skills and the chances of a successful relationship between the EP and the YO. The participant stated:

"So really from my perspective that made it so much easier as I was working with somebody who was A. ready to change and B. had some of the basic skills." (Lines 42-44).

Two subthemes emerged from the over-arching theme:

- 1) The YO needed to have basic literacy skills
- 2) The YO needed to have basic social skills.

For the first subtheme the participant talked about how the YO was articulate and how he was able to succeed within a helping relationship due to his good literacy skills. The participant stated:

“And I also think he was in a place where he was able and capable of envisioning a place in the future that was more positive. I think as well he had certain other skills that he didn’t have literacy and numeracy things like that. There was a level of cognitive ability that really supported and helped him.” (Lines 35-38)

The participant went on to state:

“I think that he was very articulate so the kind of things that you normally associate, I think for him that they were strength factors that he had those skills.” (Lines 38-40)

For the second subtheme the participant drew links between the YO’s social skills and a successful helping relationship. The participant talked about how the YO was funny and well-liked by others. The participant reported:

“Because he was, he told some good jokes, a sense of humour does help.” (Lines 66-67)

The participant also described the YO’s social skills when he reported:

“I think in a way you also had, and this is probably another within child factor, a great deal of social awareness and he was very very skilled in that area. And I think if that was his strength then if you are someone that does well socially then you get a lot of social feedback.” (Lines 61-64)

4.2.1 Theme 5 - **The EP needs to demonstrate a genuine positive regard**

Table 2 outlines the different codes and their descriptions that were brought together to form theme one.

Table 2 Codes and Descriptions

Code	Description
CG	EP is clear about the goals of the work
CM	The EP has a genuine commitment
NL	EP is not leading the YO to a certain future
PS	The EP is passionate about this kind of work
SAW	EP has a level of self-awareness (own views/beliefs/ethics)
OP	The EP is open and honest
NJ	The EP is non-judgemental
PF	EP understands fine line between being professional and being a friend
NE	EP is not going in as the expert
PA	EP does not have a personal agenda
TI	EP gives time
LI	EP listens

SU	The EP is supporting the YO
R	The EP makes their role very clear
AV	EP avoids talking about the main concern

The participant drew links between the need for the EP to demonstrate a genuine positive regard for the YO and the chance of a successful relationship. The participant talked about how as an EP one must have a real genuine passion for working with YOs in general seeing this group of individuals as vulnerable and in need of support. The participant reported:

“Also you don’t do it unless you have a passion for social justice or emancipatory work as an EP in terms of making a real difference in the most damaged most complex vulnerable people. Unless you have a passion for that and a real genuine commitment don’t do it.” (Lines 116-118)

The participant talked about the need for the EP to be self-aware, ensuring that they held no prejudices or preconceived ideas towards YOs prior to working with them. He stated:

“I think it is about you have got to be very clear about your own views and your own perspectives before you even go into this work as to what you think about the criminal justice system and what you think about the young offenders and the way in which you do or do not judge them. And be very clear in your own politics, your own philosophy, your own ethical code. Because I think that there is a level of self-knowledge that you need when working with these kids that I think is heightened I think because you can’t do the job if you go in there with any kind of preconceived ideas or stereotyping or any other prejudice in that job, just don’t do it.” (Lines 76-84)

Two subthemes emerged within the overarching theme:

- 1) The EP needs to listen to the YO
- 2) EP to be non-judgemental

The participant drew links between the need for the EP to listen to the YO and the chances of a successful relationship between the EP and the YO. The participant indicated that by truly listening to the YO and their concerns, the EP would be demonstrating a genuine positive regard for the YO. The participant stated:

“(So I think mainly it is around my presentation as another human being) and about someone who is there to listen to them.” (Lines 18-20)

The participant talked about getting to know the YO:

“It is mainly about spending time in getting to know them.” (Line 8)

And not leading the conversations:

“That is really important that the EP doesn’t go in there with a personal agenda.” (Lines 73-74)

Within the second subtheme, the participant drew links between the need for the EP to be non-judgemental and the chances of a successful relationship between the EP and the YO. The participant stated:

“Because the moment you are attempting to plicate or you are doing the sort of look down your nose stuff in any sense, they are going to pick up on it. No patronising whatsoever. And I also think it is around just not, it is the ability not to judge.” (Lines 94-97)

Participant 7

Table 1 outlines the different themes and subthemes that emerged from the interview with Participant 7.

Table 1 Themes and Sub-Themes

	Research Question: In their experience, what do EP’s identify as being necessary for a successful relationship with the young offender?
Theme 1	An ability to demonstrate that the EP cares for the YO. <ul style="list-style-type: none"> • Listening to their narrative • Showing care and persistence/not giving up • EP checking up on the YO
Theme 2	An ability to demonstrate their ‘real –self’ <ul style="list-style-type: none"> • Genuine • Honesty
Theme 3	An ability to set clear boundaries <ul style="list-style-type: none"> • Taking on a parenting role
Theme 4	The effect of the EP’s appearance <ul style="list-style-type: none"> • A link between different races and street credibility • A link between age and street credibility
Theme 5	The YO needs to be ready for/want change <ul style="list-style-type: none"> • A link between the EP’s input/support to motivate change
Theme 6	The effect of the EP’s personality <ul style="list-style-type: none"> • Links between humour and a successful relationship

4.2.1 Theme 1 - An ability to demonstrate that the EP cares for the YO.

Table 2 outlines the different codes and their descriptions that were brought together to form theme one.

Table 2 Codes and Descriptions

Code	Description
BR	EP Building a Relationship with the YO
N	The need for the EP to hear the YO’s narrative

Nr	The YO wanting nurturing
CR	The YO wanting someone to care about them
PR	The EP persevering/not giving up on the YO
AT	The YO wanting attention
RV	The need to review/check up on YO's progress

The codes were grouped together to form two sub themes of the overarching theme:

- 1) Listening to and having a genuine interest in the YO's narrative
 - 2) Showing care and persistence/not giving up
- 4.2.1.1 Listening to and having a genuine interest in the YO's narrative

This subtheme consisted of comments that drew links between the EP demonstrating to the YO that they cared about them on a personal level. Participant 7 explained:

“Always let them see that you care about them and you care about what happens. Ask lots of questions about them as a person and take lots of interests about them as a person. Take lots of interests about them as a person, on a personal level.”
(Lines 37-40)

Participant 7 also discussed:

“Regardless if you spend the whole first couple of times with them just talking about things they like and absolute rubbish with them and forming a relationship. I think forming a relationship is the most important thing, regardless of your theory or professional background.” (Lines 40-43)

Participant 7 stated when taking about the YO:

“He was someone who really actually wanted some attention” (Line 28)

“He wanted someone to actually care in a nut shell” (Lines 26-27)

“He wanted some nurturing in a sense.” (Lines 28-29)

4.2.1.2 Showing care and persistence/not giving up

Links were drawn between the EP demonstrating that he cares for the YO and the need to demonstrate persistence/not giving up. Participant 7 reported links between caring and not giving up.

“And I had to get it clear to him that I wasn't going to give up on him” (Lines 8-9)

“He needed someone to actually say they weren’t going to give up on him” (Lines 24-25)

4.2.1.3 EP checking up on YO

Participant 7 reported links between caring and checking up on the YO:

“And you know, someone who was actually going to check up on him, he wanted to be checked up on” (Lines 25-26)

4.3.1 Theme 2 – EP to demonstrate honesty

Two statements were given by participant 7 that were grouped to create this theme. Table 3 outlines the original codes that were grouped to create this theme.

Table 3 Codes and Descriptions for Theme 2

Code	Description
BY	EP to be ‘themselves’
HN	EP being honest

Participant 7 explained:

“Be as genuine as you can.” (Line 36)

“There is no point trying to be street or trying to be something you are not because I have found that they always see through that.” (Line 36-37)

4.4.1 Theme 3 - An ability to set clear boundaries

- Taking on a parenting role

Six statements were given by participant 7 that were grouped to create this theme. Table 4 outlines the original codes that were grouped to create this theme.

Table 4 Codes and Descriptions for Theme 3

Code	Description
BO	EP setting clear/strong boundaries
PF	EP acting as a care-giver/parenting role

Participant 7 drew links between the EP setting clear/strong boundaries and a successful relationship between the YO and the EP.

Participant 7 explained:

“He knew that I wasn’t letting down the boundaries just for the sake of it. So I wouldn’t say that, normally it is about me sort of getting on with the client rather than them liking me. But in this case I don’t think he particularly liked me. It was

just laying down the boundaries and I think some of the stuff that is going on in his life.” (Lines 10-13)

“And I actually found myself getting really tough with him and setting really strong boundaries.” (Lines 3-4)

“I just think he needed the boundaries.” (Line 20)

“But it was something about the boundaries I think I felt that that was something that he needed at the time to shake him out of it. And that was something that he needed.” (Lines 7-8)

Participant 7 drew links between the EP acting as a care-giver or taking on a parenting role for the YO and a successful relationship between the EP and the YO. Participant 7 explained:

“I don’t think he had a father figure at the time so I think somehow that’s what he needed at the time.” (Lines 13-14)

“And I think in a sense he needed a bit of parenting and I think it was those main things.” (Lines 34-35)

4.2.4 Theme 4 - The effect of the EP’s appearance

- A link between different races and street credibility
- A link between age and street credibility

Six statements were given by participant 7 that were grouped to create this theme. Table 5 outlines the original codes that were grouped to create this theme.

Table 5 Codes and Descriptions for Theme 4

Codes	Descriptions
IT	EP’s appearance may have intimidated the YO
SG	The EP was a stranger to the YO
AG	The EP’s perceived age had an effect on the YO
RR	The TP’s race/religion had an effect on the YO

“It might have possibly been my colour, you know getting into the whole street thing.” (Line 15)

“I wasn’t being as posh as I normally am, so maybe that was a bit of it.” (Line 15-16)

*“I was fair I looked fairly young, so it might have been a mixture of my youth”
(Lines 16-17)*

“Or my colour shall we say that helps.” (Line 17)

“To be frank I might have slightly intimidated him” (Line 17-18)

*“And he didn’t know, you know he had only just met me, he didn’t know much
about me, so I think that kind of helps as well.” (Line 18-19)*

4.2.5 Theme 5 - The YO needs to be ready for/want change

- A link between the EP’s input/support to motivate change

Four statements were given by participant 7 that were grouped to create this theme. Table 6 outlines the original codes that were grouped to create this theme.

Table 6 Codes and Descriptions for Theme 5

Codes	Descriptions
CH	The YO is ready for change
BP	The YO is at breaking point
NE	The YO needed someone to break his barriers
M	EP needed to be the advocate of change

Participant 7 drew links between the YO needing to be ready to change in order for there to be a successful relationship between the EP and the YO.

*I think he was, I don’t know if I think he was ready to change, I think part of him
was ready to change but there was a tipping point (Lines 20-21).*

He needed to be slightly ready to be tipped over the edge (Lines 21-22)

*Because he needed, he was almost saying I need you to break through this a bit for
me, so we can get to the other bit, if you know what I mean. So I think he was,
there were certain things that he needed, and without sort of realising it I provided
some of those things because I responded to how he was being he was kind of
giving of those signals. (Lines 29-33)*

So as well as needing someone to give him a kick up the arse (Lines 23-24)

4.2.6 Theme 6 - The effect of the EP’s personality

- Links between humour and a successful relationship

Two statements were given by participant 7 that were grouped to create this theme. Table 7 outlines the original codes that were grouped to create this theme.

Table 7 Codes and Descriptions for Theme 6

Code	Description
HU	EP using humour
PY	EP letting their personality show

Participant 7 drew links between the EP's personality traits and the EP having a successful relationship with the YO. Participant 7 explained how the EP needed to let their personality show:

“And to let your personality to come through your professionalism without being inappropriate. That’s about it.” (Lines 43-45)

Participant 7 made reference to the use of humour in making for a successful relationship with the YO:

“Definitely your sense of humour” (Line 43)

Participant 8

Table 1 outlines the different themes and subthemes that emerged from the interview with Participant 8.

Table 1 Themes and Sub-Themes

	Research Question: In their experience, what do EP's identify as being necessary for a successful relationship with the young offender?
Theme 1	The EP needs to work holistically (within systems and with other professionals)
Theme 2	The EP needs to demonstrate acceptance <ul style="list-style-type: none"> • Be non-judgemental • EP must speak on the YO's level and at the YO's speed.
Theme 3	The YO needs to be willing to engage <ul style="list-style-type: none"> • Willing to listen to the EP
Theme 4	Endearing traits of the YO <ul style="list-style-type: none"> • Vulnerability of the YO
Theme 5	EP needs to demonstrate perseverance
Theme 6	The YO needs to reflect

4.2.1 Theme 1 - The EP needs to work holistically (within systems and with other professionals)

Table 2 outlines the different codes and their descriptions that were brought together to form theme one.

Table 2 Codes and Descriptions

Code	Description
HO	EP working holistically
SF	EP describing solution focused approaches (without a direct reference to this technique)
RN	EP reinforcing what the YOT worker has said. YO more willing to listen to the EP than them.

Participant 8 draws links between the need for the EP to work holistically and the chances of a successful relationship between the EP and the YO. The participant talks about the importance of working with other professionals who are involved in the case:

“I think it is important to work with all the people involved. I think it is important to have a coordinated team and response from like home, school and YOT so if they are involved.” (Lines 51-53)

The participant highlights how he perceived that by reinforcing the things that other professionals had said to the YO made a difference on whether the relationship was successful or not:

“I was able to then reinforce the things we spoke about together with the YOT worker because he wasn’t really, you know he was anti the YOT he didn’t want to be particularly involved with them so that was unhelpful yeh.” (Lines 13-16)

4.2.1 Theme 2 – **The EP needs to demonstrate acceptance**

Table 2 outlines the different codes and their descriptions that were brought together to form theme two.

Table 2 Codes and Descriptions

Code	Description
NI	The EP needs to act ‘naïve’ in order to find out the YO’s narrative
YC	EP allowing the YO to have control of the direction of the session
NJ	EP being non-judgemental towards the YO
OL	EP speaking to the YO on the YO’s level

Participant 8 drew links between the EP being accepting of the YO and a successful relationship.

The codes were grouped together to form two sub themes of the overarching theme:

- 1) Be non-judgemental
- 2) EP must speak on the YO's level and at the YO's speed.

The participant explained how he felt he had been non-judgemental of the YO and how he didn't want to be another professional who was angry with him. He stated:

“And not kind of, and hopefully not make him feel like I was having a go at him or telling him what to do.” (Lines 19-20)

References were made by the participant about how he felt as an EP he needed to make sure he was not telling the YO what to do in an authoritarian way. He stated:

“Or try to force him to do anything he didn't want to do. I think I tried to help him to understand that what we were doing was to help him reach his own conclusions and to help him to reach his own decisions about what he wanted.” (Lines 20-23)

Participant 8 made several references to the EP needing to speak to the YO on the YO's level and how this was linked to a successfully relationship. For example participant 8 stated:

“Trying to speak to him in a way that he sort of understood and not try to make things too complicated and adult-sounding. It was helpful because he didn't have great spoken language ability. So I think trying to phrase things that he could access was helpful as well.” (Lines 23-27)

4.2.1 Theme 3 – **The YO needs to be willing to engage**

Table 2 outlines the different codes and their descriptions that were brought together to form theme three.

Table 2 Codes and Descriptions

Code	Description
WI	The YO was willing to listen to the EP
EN	The YO engaged

Participant 8 drew links between the need for the YO to engage and a successful relationship. The participant reported:

“(I think his personality was pleasant and) engaging so actually he was able to develop a kind of relationship in some ways” (Lines 29-30)

In this incidence, the participant was describing the YO's personality as engaging and how this was a desirable trait to work with as an EP.

The codes were grouped together to form one sub theme of the overarching theme:

- 1) The YO was willing to listen to the EP

The participant stated:

“That gave the sense that he was willing to listen to you a bit as well.” (Lines 49-50)

In this case, the participant is talking about how the YO had positive personality traits that suggested to the participant that the YO wanted to listen.

4.2.1 Theme 4 – **Endearing traits of the YO**

Table 2 outlines the different codes and their descriptions that were brought together to form theme four.

Table 2 Codes and Descriptions

Code	Description
PL	The YO was pleasant, nice, endearing
VU	The YO was perceived as vulnerable
EN	The YO engaged
AGG	The YO was not aggressive/swagger

Participant 8 made several references that drew links between the YO having endearing traits and a successful relationship between the EP and the YO. The participant stated:

“He had had really bad experiences up until he was 17 so it was when he was 16 turning 17 I worked with him and he had this sort of endearing quality which I think sort of drew people to him. And I think in some ways it helped people want to keep working with him and not give up on him. If that makes sense. He was a bit of a clutz when it comes to it.” (Lines 32-37)

The codes were grouped together to form one sub theme of the overarching theme:

1) Vulnerability of the YO

Participant 8 also drew links between the YO being perceived as vulnerable and a successful relationship between the YO and the EP. The participant stated:

“He had a sense of vulnerability about himself.” (Line 32)

The participant goes on to state:

“Like you meet this kid and you think he couldn’t harm a fly and you sort of felt sorry for him.” (Lines 40-42)

4.2.1 Theme 5 – **EP needs to demonstrate perseverance**

Table 2 outlines the different codes and their descriptions that were brought together to form theme five.

Table 2 Codes and Descriptions

Code	Description
TI	The needs to give time
P	The EP needs to demonstrate patience
PR	The EP needs to perseverance
CH	The EP can challenge the YO
TR	The EP demonstrates trust
AT	The YO attends

Participant 8 drew links between the need for the EP to demonstrate perseverance and a successful relationship between the EP and the YO. The participant stated:

“I think one of them was being patient because I was working with this young person over a period of time” (Lines 2-3).

The participant goes on to state:

“So I think the fact that I was able to keep going and persevere with him.” (Lines 6-7)

The participant described how as an EP he felt he needed to keep going with the YO, developing the relationship slowly with the expectation of things to happen slowly.

4.2.1 Theme 6 –YO needs to reflect

Table 2 outlines the different codes and their descriptions that were brought together to form theme six.

Table 2 Codes and Descriptions

Code	Description
RF	YO is reflecting

Participant 8 drew links between the YO reflecting and a successful relationship between the EP and the YO. The participant stated:

“I think that working in a reflective way was helpful.” (Line 7)

The participant highlighted that in this case, the YO was good at reflecting and moving things forward. He stated:

“It did feel like we made progress because he was sort of good of thinking and reflecting at a situation and about having ideas about how to move things on and do things differently.” (Lines 4-6)

Appendix 7: All transcripts on disc

Appendix 8: Copy of a transcript

I suppose number one I am a non-threatening person they look at me and they see granny or aunty or something and I'll be like this, totally non-threatening. I also I am happy to accept anything they say so I show no emotion if they tell me they are the mad axe murderer I wouldn't show any emotions. I am very up front what you see is what you get. I try to squash any preconceptions they might have. If they, depending on how they come into the room, and how they look at me, I will change that perception if I possibly can. So if they go "oh yeh oh yeh oh yeh" or "up your up yours up yours" I will crack a joke. It knocks that out. That's just how I am. I don't know what else to say about me.

I think I come across very quickly as being slightly mad, so they are not sure how to take me. I don't have a very serious face except my face tends to show everything else so I let my face react but I I just don't think they expect what they get. They are told they are going to get somebody and im not who they expect and it is not what they expect and that seems to work somehow. I don't know how.

I am thinking of a particular case and it was a black lad so I was not the same race and you could feel that he was relatively hostile at seeing anybody come to that, not just me but anybody. And certainly I saw no reason that, I mean the first thing you have to start with is he should not feel grateful that you are seeing him. I very much shoved the interview onto them so that I ask them why they are seeing me. I give them lots of clues that somebody is worried, I ask them who's worried? And I go on and on like that. And if they don't supply an answer and they go like "blergh blergh blergh" and "donno donno donno" I supply some answers for them which is the clues I have got on my piece of paper, you know. I tell them why the school might be worried, I tell them why I think mum might be worried I tell them why I think the probation officer might be worried or whoever else it might be who is involved who might be worried and I give a more extreme example than the one I have in front of me. So they go "no I didn't do that I didn't do that" so I go "what was it you did then, that you did wrong?" and you know then they start to tell me what it was that I have given the more extreme example of. And by and large, I let them do the talking. Because by the time they see somebody like me they have probably had a lot of people who are telling them things and I am trying not to tell them things they have got to do. I am trying to hear what they have got to say so I

am trying to pretend that I am functioning on this irrelevant information that I have been given that I don't know anything about and they have got to help me with to right this report. So like "what sort of things do you want me to say" and they are completely thrown by this and they usually come up with much more information. So once they realise that I am listening and not telling them things then they open up completely and they usually.

You know it's fairly easy really, you know there is only three things that worries people that I see. Its other children, the adults or the work. That's the only three things they are likely to be worried about. You know and when you are in trouble with the police or with the outside community and it is usually adults or the other pupils. And often they have got themselves cornered in situations that they don't know how to get out of so I have to help them to get out of, or re think it or reframe the little spot they are sitting on. So I often say, I will say terrible things like "you know what the biggest problem was? You got caught" and I usually say it with a bit of humour so I go "how we going to avoid getting caught in future?" so I try to reframe it for them so they find another way of looking at it. So the only answer they have, they don't have to give the answer they have given which has got them into trouble. There has to be another way. So I have to sometimes convince them that sometimes it is actually cleverer to do something they don't want to do because everybody is expecting that. So if you do that they'll think "ugh" and sometimes it takes me a while to convince them and sometimes it's slow progress. So for the pupil I have got in mind it's three or four visits so the fact is you have to keep turning up. And when you keep turning up, cos you want to see them, it is like "oh it's your turn again, oh I am going to enjoy this session" and they are like "urrrrgh" but they slowly come round cos u are being there and they are missing maths or a lesson they don't like cos you try to pick a lesson they don't like so you are turning up at a time where they don't want to be in the lesson they are in cos usually all of our interviews are done in school time. So they are seeing you and it is better htan being in maths or whatever it is that they don't want to do. So the fact that you are still there and the fact that you actually turn up regularly gives them a little bit of reliability. And sometimes I start off and I say, "I am going to oonly see you 6 times over the next 6 weeks so then I will recap everything we have done up until now. So it's like, remember when we started it is like this and then it is this and

now we are going to move forward and next week it is going to be. So they can actually see things changing, that they are effecting change. And they have to believe that they are effecting change. And my example with this pupil which is one of my favourite ones for recounting is he was he was in trouble everywhere. You mention it, he was in trouble everywhere. And he was under the last life of his exclusion in school so if he got excluded from school he wouldn't have been complying with his youth requirements so he would have ended up in the young offender's centre. So he wanted to avoid that, so he would do anything almost any price he was willing to pay. Mainly cos I convinced him that it was important not to go to the young offenders centre cos he was too pretty. It took a while for him to figure out what too pretty meant, but when he finally figured out what too pretty meant (laughs) well this is true, this is true, he was a very pretty boy (laughs) I had come across some many time that when they have gone into the young offenders with the wrong attitude and they have been too pretty. Do you want my classic example of where it went wrong or do you want my classic example of where it went right? (laughs) where it went wrong was where the lad just couldn't hold his temper and he was too pretty and they sent him to a different youth offenders centre via the (location removed to ensure anonymity). The (location removed to ensure anonymity) only has a men's prison which was not kind. He was a changed boy, a very angry boy, but I didn't want it to happen to this one. And this one was just too pretty and he would really have turned violent and I didn't want that to happen to him, so I had to convince him that it was very important to him that it was in his advantage to stick two fingers up at everybody in the universe cos they weren't going to do that to him. And the only person who was in control of them not doing it was him. And he could make sure it didn't happen, at any price. I had to go through with him the prices he was willing to pay. To find the price he wasn't prepared to pay to make it worth his while. Does that make sense? (I nod)

And the fact that I am who I am, I can get away with saying some of the things I said to him, because I am no threatening and all these other things. So he had to not get into any more trouble in school. And a fight occurred, and he was top dog of the school there's no 15 ways about it, he was top dog, top dog. And somebody challenged him. And it was in his own interest to make sure this didn't happen. And I give it to him, everything I've got, I was pleased for him, he waited in the

middle of this fight that this boy was challenging him for and he waited. He didn't do anything, he waited. He let this boy rant, he didn't do anything he didn't do anything. There was a crowd gathering, a crowd gathering you know. You know fight on, so he waited and waited you know he didn't do anything at all, he let this boy rant and rave, eff and blind and all this. And then he saw the teachers coming, so he waiting until the teachers were close enough, he let this boy take a swing at him, and he punched this boy straight in the stomach and doubled him over. And the staff were going "well we saw it, he was hit first, he had to defend himself" (EP claps) I was so pleased for him! Not that the YOW was pleased for him, but I am going "yes! Yes!" because he had done everything right. He hadn't gone, he had held his temper, he controlled himself, he was forced to stop this boy hitting him again. I was so pleased for him.

2.

I think he was ready and waiting to believe in somebody and nobody had come across had come along and met him who was prepared to believe in him. And he was waiting, I mean he is only 15 so he still owned that little window where perhaps the world wasn't all evil bastards and I happened to come in and convince him that perhaps the world wasn't all evil bastards. Well the world was all evil bastards but they weren't all evil. You didn't have to treat them all the same you could just you know. I mean it is very hard when you are just 14, 15, 16 even and you want the world to be right or wrong. And it is age that gives you that little bit of perception that it just fades into one another and he still had that little bit of fade and I was able to show him, almost how to spot the ones that are that extreme, and the ones that are that extreme and the ones that are in the middle. You know you have the people you really like, the people you really hate and the great bulk of people you don't really care about. And that's alright, that's alright, you don't have to care about them and they don't have to care about you. As long as you keep away from the ones you don't like and you are okay with the ones that you do like then that's fine. But he was still at that age when he wanted everything to, and I had to slowly train him into the view that there was this great gap in the middle that we don't really care about. You don't really care about them and they don't really care about you and it is better to avoid each other and that's alright. So perhaps I was lucky in picking that age and he was confident enough to have a go

and try some of the things I said and lucky enough some of the earlier things I said worked. So you know, he started smiling at people, so I was like “go on, smile at people just try it, frighten the living day lights out of people” and he started smiling at them and they came back and said nice things about him. I was like “see, see the magic!” and I am doing all this over the top, I like find the one person the one time it worked on and I latched onto every positive thing he told me each week and I stuck it up as if it was a huge prize so he tired 2 next week. It slowly built up from there. I mean I am also like behind every teacher in the school like “if you don’t bloody smile back, I’ll come and beat you up!” (laughter) and I would be like that kind of person who can say that to some teachers! So you have got to like, I am not the sort of person who will tell the teachers things we were talking about and but I am not prepared to divulge the secrets of the pupil but I am prepared to give the teacher a clue as to what the pupil has been asked to do, only some of them, if they are prepared to cooperate cos some of them wont. So I think I was just lucky, that that was the time and the pupil was ready and the pupil was willing and I convinced him enough to have a go. I can’t think of anything else.

3

Id suggest to them number.1 that they decide what they expect out of it before they start and then what they think they expect out of the other person. And then crush everything they expect of the other person and look closely at what they expect from themselves. So if their failure with that young person is going to affect how they feel because when you work with somebody and you are going to work with them quite closely there is going to be an emotional connection. And if it goes wrong with them you can really really feel bad yourself that you have done everything wrong and it can crush your confidence. So you have to really really examine what your expectations are so you go in with a fair set of expectations that you don’t expect to effect the cure on this youngster you expect to give them some survival strategies. That’s what we are looking at, how to survive to the next time, how to survive that’s all we are trying to do. The world, we go through the jungle, we are trying to identify the dangerous insects and trees and things to eat. We have got to identify them that is all you have got to do to survive. He has fallen from one set of whatever it is into one set of nettles and he has fallen into another set of nettles and you have got to help him. Help him to identify what was the mistake that made him go there so he doesn’t do it again like “hole in ground do not fall in it!” so and if you go in there saying I have the answers to the riddle of existence and you’re going to sit there and listen while I tell you what you are supposed to do then you are doomed. So you go in there, prepared to do what a psychologist

should do, which is listen. And I know I can talk the hind leg off a donkey and it doesn't appear that I can listen but I actually do listen quite well. and I latch on to every good thing that they tell me. I try very hard to latch on, so the more negative they are about themselves I try to, first of all you have to get them to open their mouth. So sometimes you actually have to just sit there and be prepared to sit there for a whole session. In which case, your best bet is you give them a piece of paper to draw on and you are drawing on a piece of paper at the same time. So I am going to draw this abstract and "what are you doing? Oh that's better than what I am doing, that's better than mine, why is that better than mine?" so and then you spend the whole session and so "see you next session" and we have done no conversation at all. And next week you do turn up and they do turn up and you give them a piece of paper and you do hold the piece of paper and you wait and wait and wait. I mean I have meaningless chat about what I watched on the telly last night and they might say nothing at all. And then I might say, I am going to the football this weekend and I'll say I'll see you next week and tell you how it went on. And then I might get in there next week and be like "bloody terrible match! Did you watch it on the telly?" so I will force them to answer something utterly irrelevant to their own circumstances. And once I have got them opening their mouth and giving me an opinion I'm in I'm in! so you just have to have to patience to wait until they are ready to tell you because by the time they get to us they have been through an awful lot of people. They have been through all the teachers, all the counsellors, their parents, their parent's relatives everybody under the sun, all around the houses, all of the people in youth offending all the courts they have all been there they have all done it. They have been told off lots of times and you can't afford to be in the I'll tell you off position.

Appendix 9: Copy of a coded transcript

Line	Participant 6 - Ti	Code
1	I think at the outset what really helped was that I had to say it's	HP
2	something to do with class, it's something to do with the way in which I	
3	present to young people, and immediately they feel a bit safe and I	SF
4	think that is because I am not perceived by them as, because I am not,	HP/RR
5	perceived by them as being a posh, white middle-class EP and the sort	HP
6	of person they have to talk to and be chastised by and regulated by for	X1
7	so long. So they don't ever quite know how to take me when I come in	AV
8	and I don't ever come in and talk to them about you know the	TI
9	immediate issue, it is mainly about spending time in getting to know	
10	them. And using that respectful stance all the time. I think there was	RA
11	something about being I hate saying this, it's tricky because I don't want	
12	to sound like an inverted snob but there is certainly an element that	
13	they know my life experience has probably been pretty similar to theirs	NI
14	and that immediately breaks down the barriers so I don't have that	
15	sense, I never did have that sense of being someone that would be	RA
16	intimidating in any sense.	
17	And also it is a different kind of relationship, like with a particular kid	
18	that I am talking about we sat outside and he was smoking. Like I have	
19	not got a particular issue with that. Like I am not the EP who is coming	LI
20	in and making them comply to school rules and stuff like that. Because	SU
21	we are talking about a 16 year old. So I think mainly it is around my	NL
22	presentation as another human being and about someone who is there	
	to listen to them, support and attempt to give some help without being	
	dictatorial without leading or prescribing and I think that has made a	
	really big difference.	
23	I think for this particular kid he had a level of resilience you know that	RS
24	bounce back ability that is just there. And it is a combination of	
25	strengths from within, you know I have to say the cheeky chappy bit	PL
26	and he was at a stage where he had been able to self-reflect and think	RF
27	about things that had happened to him in his life and he wasn't still on	AC
28	the blame culture thing, he wasn't thinking it is about everyone else	EN
29	and it was about everyone else's fault. He had a locus of control that I	OP
30	think enabled him to engage in the change process and he was also	UP
31	open to the process. We did a lot of motivational interviewing type	
32	stuff, so he was very much aware of the pros of this kind of discrepancy	
33	and going through the pain barrier and thinking why he needed to do	AC
34	certain things and why he needed to change. And what he needed to	
35	do himself. So there was a level he had already taken in terms of	LF
36	responsibility and recognising that he had to take responsibility	
37	personally. And I also think he was in a place where he was able and	
38	capable of envisioning a place in the future that was more positive. I	
39	think as well he had certain other skills that he didn't have literacy and	CA
40	numeracy things like that. There was a level of cognitive ability that	PR
41	really supported and helped him. I think that he was very articulate so	GC
42	the kind of things that you normally associate, I think for him that they	CH
43	were strength factors that he had those skills and he was also very well	

44	presented and had a level of confidence in himself in terms of what he	CA
45	looked like and who he was. So really from my perspective that made it	X1
46	so much easier as I was working with somebody who was A. ready to	HO
47	change and	
48	B. had some of the basic skills that would reinforce self-esteem and	
49	give him the strength to develop the confidence further to see things	
50	through.	DIF
51	I think also he was fortunate that he had a supportive mother who	X1
52	engaged with him and engaged with me in the whole process, and she	
53	was very emotionally literate, she was aware she was astute and she	FS
54	wouldn't take any nonsense from him at all. It is one of those kids you	
55	are quite surprised that it happened. But then you know it is about	
56	peers and being influenced and stuff like that. You know, but she would	
57	have been a real kind of factor that supported his resilience and she	
58	wasn't going to let go, she was like a Rottweiler she certainly wasn't	
59	going to let anything get worse. She was determined to support him in	
60	making things better. She was also very very strong on him taking	
61	responsibility it was down to him and he was not allowed, she wasn't	
62	tolerating, him blaming anyone else. So there was this strong mother	SA
63	with a push to actually say to him, you take responsibility, it is	
64	ultimately down to you. I am not the person who is going to change	
65	this for you you are going to have to change things for yourself. A	PL
66	parent who is actually pushing to promote to child's own resilience and	
67	the child's locus of control. And that is what she was actually doing	
	something specific about it.	HU
	I think in a way you also had, and this is probably another within child	
	factor, a great deal of social awareness and he was very very skilled in	
	that area. And I think if that was his strength then if you are someone	
	that does well socially then you get a lot of social feedback. I think he	
	got a lot of affirmation from other people. He would walk into the	
	centre and he would be immediately framed by other kids and also staff	
	would like to be in with him because he was, he told some good jokes, a	
	sense of humour does help	
68	It's like a) you need to know about the criminal justice system, you got	KC
69	to know about that you have to have knowledge about some of it. You	HO
70	need to work closely with colleagues, and listen to what your colleagues	X1
71	are saying. The YO workers that I worked with were absolutely brilliant	
72	as there's a level in that you are not going in as an expert you are going	NE
73	in as someone who is working with them and that is really important	PA
74	that the EP doesn't go in there with a personal agenda. It has got to be	R
75	agreed, it has got to be shared what they are doing with the kid.	
76	It is totally clarified, identified, the goals are shared. I think it is about	SG
77	you have got to be very clear about your own views and your own	
78	perspectives before you even go into this work as to what you think	
79	about the criminal justice system and what you think about the young	
80	offenders and the way in which you do or do not judge them. And be	SAW
81	very clear in your own politics, your own philosophy, your own ethical	
82	code. Because I think that there is a level of self-knowledge that you	
83	need when working with these kids that I think is heightened I think	
84	because you can't do the job if you go in there with any kind of	

85	preconceived ideas or stereotyping or any other prejudice in that job,	
86	just don't do it. Know who you are and if you have those preconceived	
87	ideas. It's like people talking about benefit scroungers and you know	
88	making these wild assertions that are generalisation that are really	
89	dodgy and dangerous. There is an element where you have to be very	PF
90	clear and specific about what your views and feelings are and the way in	
91	which, you know when you are engaging with these people they can	
92	impact on your responses. And be very vigilant about it. I actually think	OP
93	you have also got to be very careful about maintaining a balance	
94	between being a professional and someone who is being an advocate or	NJ
95	a friend of that kid and that is a really fine line sometimes I think. One	
96	of the other things I think is that you have just got to be totally	CG
97	transparent and totally yourself because the moment you are	
98	attempting to plicate or you are doing the sort of look down your nose	
99	stuff in any sense, they are going to pick up on it. No patronising	
100	whatsoever. And I also think it is around just not, it is the ability not to	
101	judge, you have to understand why you are working with them, what	RR
102	you are doing this for, what the ultimate goals and work towards that. I	
103	actually think as well and this is going to sound really, this is a tricky one	
104	and I am going to say it anyway, it is really hard to do it if you are posh	
105	and white and middle-class in the main. I think it makes a significant	
106	difference to the level of engagement in the kids. If you look at most of	HP
107	the youth offending team workers I work with, they are not, in any	
108	sense, from that background. And they work with these kids and there	
109	is something about the barriers have already been softened between	
110	the professional and the young person or student because I think, that	
111	could be a barrier. So you have to be very careful about how you	SCR
112	present physically, emotionally, socially. And it's not saying that if you	
113	are middle class you can't do it, of course you can. Like you can be an	X1
114	EP without being a mum, you can still advise people on people's	
115	children. But I do think it takes a particular kind of temperament and	SAW
116	skillset. And I don't think all EPs have got that. I also think it takes a bit	PS
117	of street credibility, and I think you know as a EP whether you have got	
118	that or not. And if you haven't got it, don't do it.	
119	It's like you have got EPs who will not go into SEBD work just as you	CM
120	have got teachers who wouldn't do it. Cos a- they would be eaten alive	X1
	and b- they don't like naughty kids. So I think you have to have a level	
	of self-knowledge as an EP and also you don't do it unless you have a	
	passion for social justice or emancipatory work as an EP in terms of	
	making a real difference in the most damaged most complex vulnerable	
	people. Unless you have a passion for that	
	and a real genuine commitment don't do it, because it is hard work.	
	And it knackers you and don't do it forever. That's the other bit of	
	advice.	

Appendix 10: Copy of a code book

Codes within question 1:

AV	EP avoiding talking about the main concern
CL	Class of the EP
LI	EP listening to the YO
NI	EP not intimidating
NL	EP not leading YO to certain decisions about their future
RA	EP similar background to them
RP	Rapour
RR	Race
RS	EP being respectful to YO
SF	EP making the YO feel safe
SV	EP supporting the YO
Ti	EP spending time

Codes within Question 2:

AC	YO acknowledges some of the fault, not just blaming others
CA	Cognitive ability not an issue, YO is able to understand
CH	YO ready for change
DIF	something different/ non-stereotypical about this YO
EN	engagement
FS	YO had family support/mother figure
GC	Good levels of confidence
HOL	EP working holistically
HU	YO had humour
LF	YO able to look to the future
OP	YO was open

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OP	YO was open

Appendix 11: Copy of themed transcript

52	and she wasn't going to let me	FS
53	to let anything get worse	
54	better. She was also very	
55	him and he was not all	
56	there was this strong	
57	responsibility, it is ultimately	
58	change this for you you	
59	who is actually pushing	
60	of control. And that is what	
<i>Noting with other adults involved.</i>		
46	I think also he was fortunate that he had a supportive mother who engaged with	HO
47	him and engaged with me in the whole process, and she was very emotionally	
48	literate, she was aware she was astute and she wouldn't take any nonsense from	
49	him at all.	
<i>You need to work</i>		
70	closely with colleagues, and listen to what your colleagues are saying.	HO
<i>Inferring child factors. She is likeable. - good literacy skills.</i>		
39	that he was very articulate so the kind of things that you normally ask	
40	think for him that they were strength factors that he had those skills	
44	B. had some of the basic skills	
<i>And I also think he was in a place where he was able and capable of</i>		
36	envisioning a place in the future that was more positive. I think as well he had	LF
37	certain other skills that he didn't have literacy and numeracy things like that.	
38	There was a level of cognitive ability that really supported and helped him	
<i>because he was, he told</i>		
67	some good jokes, a sense of humour does help	HU
<i>I think he got a lot of affirmation from other</i>		
65	people. He would walk into the centre and he would be immediately framed by	PL
66	other kids and also staff would like to be in with him	
61	I think in a way you also had, and this is probably another within child factor, a	SA
62	great deal of social awareness and he was very very skilled in that area. And I	
63	think if that was his strength then if you are someone that does well socially then	
64	you get a lot of social feedback.	
<i>that would reinforce self-esteem and give him the</i>		
45	strength to develop the confidence further to see things through.	CA X1
23	I think for this particular kid he had a level of resilience you know that bounce	
24	back ability that is just there. And it is a combination of strengths from within	
<i>and had a level of confidence in himself in terms of what</i>		
42	he looked like and who he was	G

Appendix 10
98 you have to understand why you CG
99 are working with them, what you are doing this for, what the ultimate goals and
work towards that.

119 and a real genuine commitment don't do it, because it is hard work. CM

21 without being dictatorial without leading or prescribing and I think that has made NL
22 a really big difference.

116 and also you don't do it unless you have a passion for social justice or PS
117 emancipatory work as an EP in terms of making a real difference in the most
118 damaged most complex vulnerable people. Unless you have a passion for that

So I think you have to have a level of self-knowledge as an EP SAW

77 I think it is about you have SG
78 got to be very clear about your own views and your own perspectives before you
79 even go into this work as to what you think about the criminal justice system
80 what you think about the young offenders and the way in which
81 judge them. And be very clear in your own politics, your own
82 own ethical code. Because I think that there is a level of self-need
83 need when working with these kids that I think is heightened
84 can't do the job if you go in there with any kind of pre-
85 stereotyping or any other prejudice in that job, just don't do it. k
86 and if you have those preconceived ideas. It's like people talki
87 scroungers and you know making these wild assertions that ar
88 that are really dodgy and dangerous. There is an element where
89 very clear and specific about what your views and feelings are
90 which, you know when you are engaging with these people they can impact on
your responses

*Genuine pos
regard!*

94 One of the other things I think is that you have just got to OP
be totally transparent and totally yourself

because the moment you are
95 attempting to plicate or you are doing the sort of look down your nose stuff in any NJ
96 sense, they are going to pick up on it. No patronising whatsoever. And I also think
97 it is around just not, it is the ability not to judge.

And be very vigilant about it. I actually think you have also got to PF
91 be very careful about maintaining a balance between being a professional and
92 someone who is being an advocate or a friend of that kid and that is a really fine
93 line sometimes I think.

as there's a level in that you
72 are not going in as an expert you are going in as someone who is working with NE
73 them

and that is really important that the EP doesn't go in there with a personal PA
74 agenda.

And using that TI 9 respectful stance all the time

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support and attempt to give some help SU
and about LI 20 someone who is there to listen to them,

It has got to be agreed, it has got to be shared what they are doing with R
75 the kid.

28 | he wasn't still on the
everyone else and it was abo

29 | that I think enabled him to en

31 | We did a lot of
much aware of the pros of this
32 | barrier and thinking why he needed to do
33 | change. And what he needed to do himself.

34 | taken in terms of responsibility and recognising that he had to take responsibility
35 | personally.

43 | much easier as I was working with somebody who was A. ready to change and

and he was also open to

30 | the process.

112 | I also think it takes a bit of street credibility, and I think you know as a EP
whether you have got that or not. And if you haven't got it, don't do it

107 | So you have to be very careful about how
you present physically, emotionally, socially. And it's not saying that if you are
108 | middle class you can't do it, of course you can. Like you can be an EP without
109 | being a mum, you can still advise people on people's children. But I do think it
110 | takes a particular kind of temperament and skillset. And I don't think all EPs have
111 | got that.

100 | a tricky one and I am going to say it anyway, it is
101 | and white and middle-class in the main
102 | the level of engagement in the
103 | team workers I work with, they
104 | they work with these kids and the
105 | been softened between the p
106 | because I think, that could be a b

15 | And also it is a different
16 | talking about we sat outside
17 | issue with that. Like I am
18 | school rules and stuff like that
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10 | I think there was something about being I hate
11 | saying this, it's tricky because I don't want to sound like an inverted snob but
12 | there is certainly an element that they know my life experience has probably been
13 | pretty similar to theirs and that immediately breaks down the barriers so I don't
have that sense

3 | and immediately they feel a bit safe

14 | I never did have that sense of being someone that would be
intimidating in any sense.

4 | by them as, because I am not, perceived by them as being a posh, white middle-
5 | class EP and the sort of person they have

Line Participant 6 -

RF

thinking it is about

a locus of control

EP

UP

AC

CH

SCR

HP

RR

RA

SF

HP/RR

Will up to engage in the process.

how EP presents themselves.

race-class.